3B

English
experience

Teacher's Book

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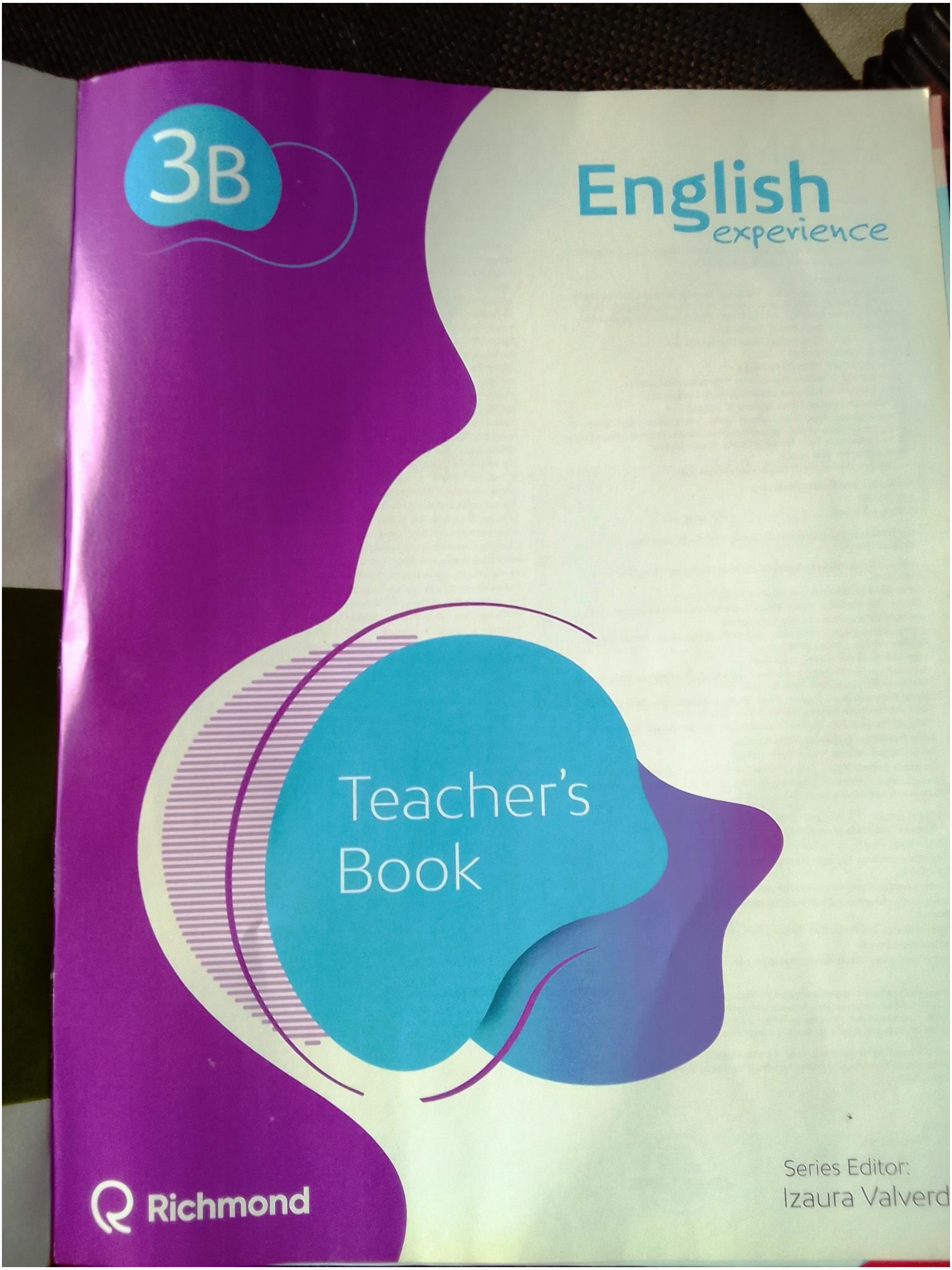

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English experience

Teacher's Book

Series Editor:
Izaura Valverd

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Publishing Director: *Sandra Possas*

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Multiplatform Designer: *Manuel Miramontes*
Layout: *Amanda Miyuki, Casa de Ideias* (Teacher's Guide)
Cover Designer: *Diego Lima*
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Learning Platform Editors: *Andrea Carina Pilipposian, Eloah Cristina*
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Photo Researcher: *Sara Alencar*
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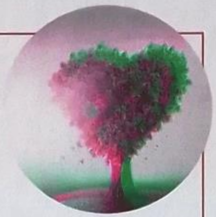

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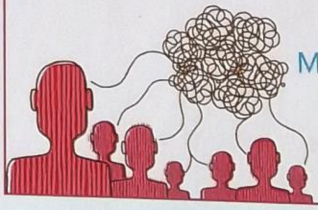

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Listening	Speaking	Reading	Writing	Pronunciation
Public service announcement (PSA)	Public service announcement (PSA)	Piece of news concerning an event to be held in the future	Piece of news concerning an event to be held in the future	Elision of the *t* sound
Interview with teens about their dreams	Interview about dreams	Personal narrative	Personal narrative regarding dreams and projects for the future	Contractions
Podcast with a book review	Podcast with a book review	Excerpt from a novel	Fictional short story	Word stress: verbs vs. nouns vs. adjectives
Breaking news	Breaking news	News story	News story	/uː/

5 VOLUNTEERING FOR A BETTER WORLD

OBJECTIVES:

- Discuss types of volunteer work and what motivates people to help others.
- Talk about the benefits of volunteer work.
- Talk about plans for the future.
- Investigate different areas in which you can volunteer.
- Reflect on ways of helping refugees in your country.
- Reflect on what life is like in a place where people do not work for money.

Read the questions and discuss.

1 What can we do to help other people?
2 What motivates people to help others?
3 Do you know anyone who helps others without expecting anything in return? Who?
4 Would you help someone you don't know? Why?

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 3).

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FIRST MOVE

FIRST MOVE

1 Look at the images on page 8 and answer the questions.

1 What are people doing in each image? Suggested answers: They are building something, planting a tree, collecting garbage, teaching a sport and serving meals.

2 How may these activities impact the lives of other people?
Open answers.

3 In your opinion, which of these activities is more important for society?
Open answers.

4 Do you think these people are paid to do these activities?
Open answers.

2 Would you consider doing the activities in the images for a friend without being paid for them? Would you do them for someone you don't know without being paid for them?

Open answers.

3 Watch the video about Josh and Jade and answer the questions.

1 What does Josh do to help other people?
He cuts homeless people's hair for free.

2 What does Jade do to help other people?
She helps homeless people look after their dogs.

3 Do they get paid for it?
No, they don't.

4 Complete the sentences about Josh and Jade.

1 Josh is a hairdresser.
2 The name of Josh's project is Do Something for Nothing.
3 Josh thinks that helping others is good for the community and makes people feel good.
4 Jade is a vet.
5 Jade decided to help Josh after seeing his posts.
6 A big part of what Josh and Jade do is speaking with people.

5 What is the impact of Josh and Jade's volunteer work on the lives of other people? What about its impact on their own lives?

Open answers.

React!

RTV

6 Write a comment about the video.

Open answers.

mysterY The work Josh and Jade do is beautiful! I wish there was something like that in my city!

Flower Power More people should do things like that.

Polina This is so beautiful! It made me want to start volunteering straight away! 😄

Brainiac My cousin's part of a group that collects and distributes donations for the homeless. Sometimes I help him and the feeling is indescribable!

____

POST

I Wonder

7 Write a question about volunteer work. Then look for the answer.

Open answers.

____

____

♥ 99 Great! 99 Interact

LANGUAGE 1

1 **Form collocations with the verbs from the box.**

build donate raise
strengthen support

1 support
- the community
- an organization
- a cause

2 donate
- food
- money
- blood

3 raise
- funds
- awareness
- salaries

4 build
- relationships
- shelters
- schools

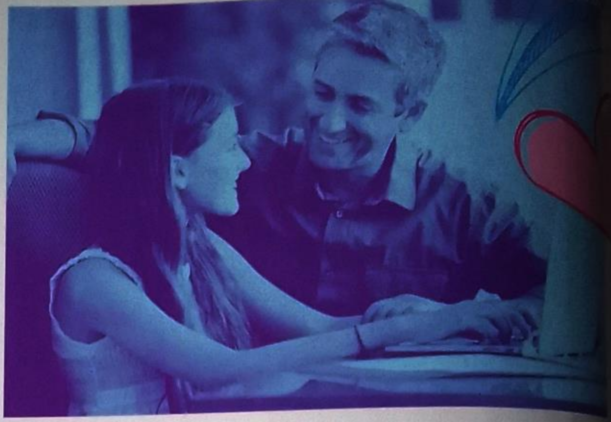
5 strengthen
- relationships
- measures
- community involvement

2 **Complete the chart to form expressions about volunteering. Use a dictionary if necessary.**

contribute	E
make	C
develop	B
promote	D
provide	A

A care
B skills
C handicrafts
D personal growth
E to a better world

3 **Complete the dialogue using words and phrases from activities 1 and 2.**



Gaby: Can you help me with my homework, Dad? I need to find information about the benefits of volunteer work.

Lucas: Interesting! Let's see... Obviously, people who volunteer want to contribute (1) to a better world.

Gaby: Yes, but this is too abstract. I need something more concrete... Oh, this website says that volunteering strengthens (2) relationships and (3) community involvement.

Lucas: Really? How come?

Gaby: Well, I suppose that, by volunteering, you get to know lots of people from different sectors of society.

Lucas: It makes sense! What else?

Gaby: Hmm... According to this website, volunteering promotes (4) personal growth. This means that people feel better about themselves. Oh, and it also develops (5) skills. So it can help you in your professional life.

Lucas: Very nice! I guess I haven't really helped you, but I've learned a lot!

4 **Complete the sentences with your own ideas.**
Open answers.

1 I think it's important for volunteers to ____________

2 In my country, we need volunteer programs to ____________

3 People usually donate ____________

4 I think I can help society more if I ____________

LISTENING AND SPEAKING

1 30 **Listen to an ad and check the objectives of Volunteer Canada.**

1 ☑ Strengthen community involvement.
2 ☑ Promote the idea of a vibrant Canada.
3 ☐ Teach English.

2 31 **Listen again and answer the questions.**

1 How many volunteers are there in Canada?
More than 13 million.

2 How many hours do volunteers in Canada contribute every year?
Over 2 billion hours.

3 **Ron is a volunteer at Meals on Wheels. What kind of volunteering program do you think it is?**
Open answers.

4 32 **Listen and check if your guess was correct.**

1 ☐ It delivers food to orphan children.
2 ☑ It delivers food to elderly people.
3 ☐ It delivers food to disabled people.

5 33 **Listen again and circle the correct options.**

1 According to Ron, many elderly people are **hungry** / **in need** / [✓ **lonely**].

2 The most important work of Meals on Wheels is to provide **food** / [✓ **company**] / **money** to elderly people.

3 The seniors really enjoy being able to [✓ **talk to someone**] / **cook their meals** / **eat their food**.

4 Ron thinks it is important to be **talkative** / [✓ **generous**] / **focused**.

5 He thinks that his volunteer work is **exhausting** / **exciting** / [✓ **rewarding**].

6 **Write VC if a statement is about Volunteer Canada or MW if it is about Meals on Wheels.**

1 MW This program focuses on one specific activity.
2 VC This program has a very large number of volunteers doing different activities.
3 MW This program focuses on improving the well-being of a group of people.
4 VC This program focuses on building the image of a country.

7 **What do both programs have in common?**
Suggested answers: They are both volunteer programs. They help people in need.

8 **Would you like to be a volunteer for Meals on Wheels? Why?** Open answers.

Pronunciation

9 34 **Listen to the pronunciation of the word "vibrant" in isolation and in a sentence taken from the Volunteer Canada ad. What changes?**

Vibrant.
We work with a broad range of partners to promote and support our shared vision of a **vibrant** Canada.

The final /t/ is not pronounced in the sentence.

10 35 **Listen and check the sentences in which the final /t/ is not pronounced.**

1 ☑ I don't know.
2 ☐ No, I don't.
3 ☐ He must open it.
4 ☑ He must be tired.
5 ☑ Who won first place?
6 ☐ Where's the first aid kit?

11 **Why do you believe this happens?**
Suggested answers: We usually pronounce the final /t/ when there is nothing after it or when the following word starts with a vowel, but not when it starts with a consonant.

12 36 **Listen again and practice saying the sentences.**

13 **Think of a volunteer program you would like to start. Answer the questions.** Open answers.

1 What type of work does it do?
2 What is its objective?
3 Why is it important?
4 What type of volunteers do you need?
5 How can volunteers get in touch with you?

14 **Make a video or an audio inviting people to join your volunteer program. Then share it with the whole class.**

READING

Before Reading

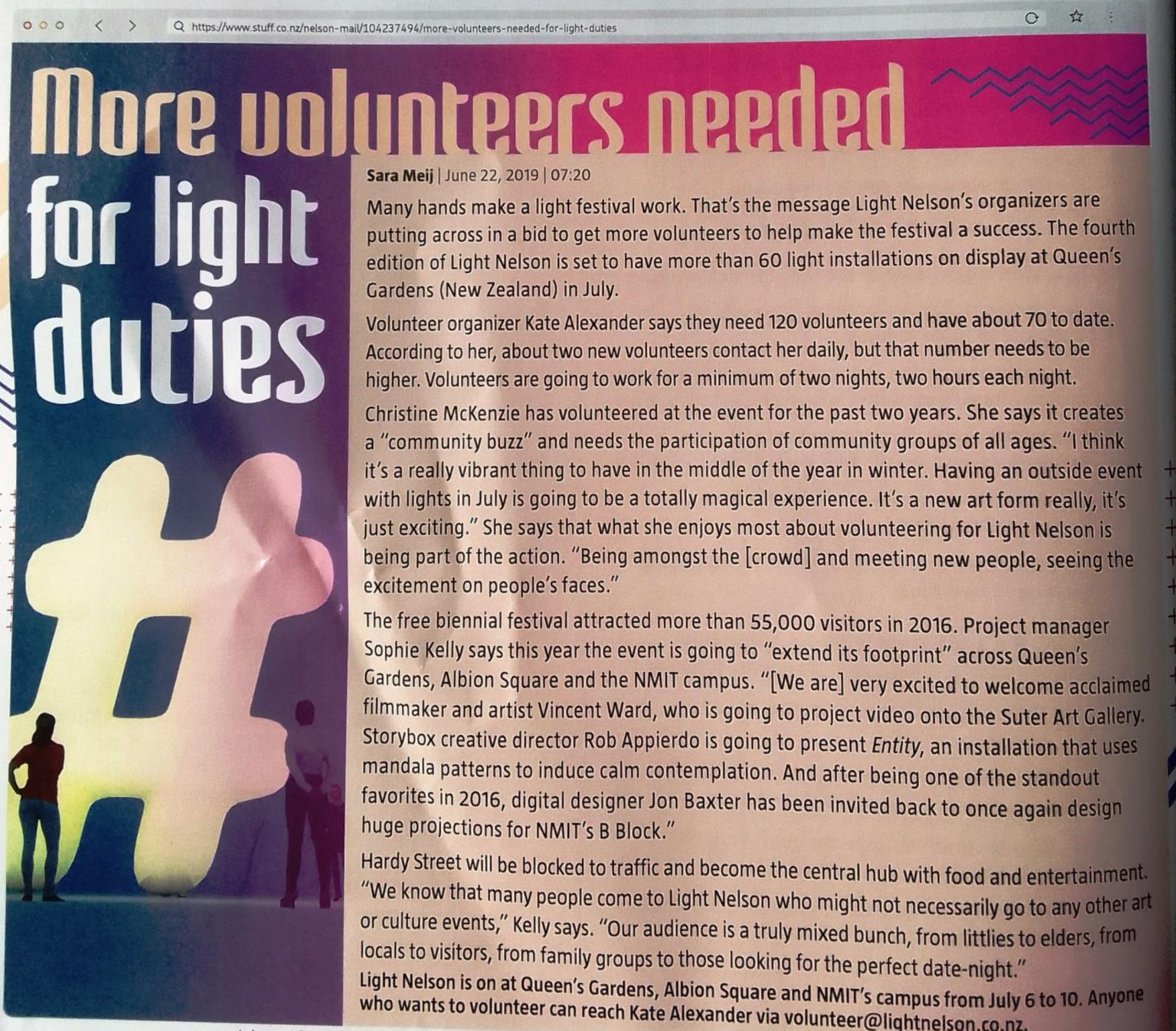
1 Look at the text in activity 3. What kind of text is it? Circle the correct option.

1 A biography.
[✓ 3 A news article.]
2 A social media post.
4 A novel.

2 Check the elements you can identify in the text without reading it.

1 ☑ Headline written in a large font.
2 ☑ Who wrote the text.
3 ☑ When the text was written.
4 ☑ Quotations.
5 ☐ Emojis.

3 Read the title of the text. What do you think it is about? Open answers.



More volunteers needed for light duties

Sara Meij | June 22, 2019 | 07:20

Many hands make a light festival work. That's the message Light Nelson's organizers are putting across in a bid to get more volunteers to help make the festival a success. The fourth edition of Light Nelson is set to have more than 60 light installations on display at Queen's Gardens (New Zealand) in July.

Volunteer organizer Kate Alexander says they need 120 volunteers and have about 70 to date. According to her, about two new volunteers contact her daily, but that number needs to be higher. Volunteers are going to work for a minimum of two nights, two hours each night.

Christine McKenzie has volunteered at the event for the past two years. She says it creates a "community buzz" and needs the participation of community groups of all ages. "I think it's a really vibrant thing to have in the middle of the year in winter. Having an outside event with lights in July is going to be a totally magical experience. It's a new art form really, it's just exciting." She says that what she enjoys most about volunteering for Light Nelson is being part of the action. "Being amongst the [crowd] and meeting new people, seeing the excitement on people's faces."

The free biennial festival attracted more than 55,000 visitors in 2016. Project manager Sophie Kelly says this year the event is going to "extend its footprint" across Queen's Gardens, Albion Square and the NMIT campus. "[We are] very excited to welcome acclaimed filmmaker and artist Vincent Ward, who is going to project video onto the Suter Art Gallery. Storybox creative director Rob Appierdo is going to present *Entity*, an installation that uses mandala patterns to induce calm contemplation. And after being one of the standout favorites in 2016, digital designer Jon Baxter has been invited back to once again design huge projections for NMIT's B Block."

Hardy Street will be blocked to traffic and become the central hub with food and entertainment. "We know that many people come to Light Nelson who might not necessarily go to any other art or culture events," Kelly says. "Our audience is a truly mixed bunch, from littlies to elders, from locals to visitors, from family groups to those looking for the perfect date-night."

Light Nelson is on at Queen's Gardens, Albion Square and NMIT's campus from July 6 to 10. Anyone who wants to volunteer can reach Kate Alexander via volunteer@lightnelson.co.nz.

Adapted from <https://www.stuff.co.nz/nelson-mail/104237494/more-volunteers-needed-for-light-duties>. Accessed on December 4, 2019.

While Reading

4 **Read the text and check what it is about. Were your predictions correct?** The text is about a light festival and its need for volunteers. Open answers.

5 **Match each paragraph to its purpose in the text.**

1 The first paragraph...
2 The second paragraph...
3 The third paragraph...
4 The fourth paragraph...
5 The fifth paragraph...
6 The sixth paragraph...

a [2] provides further information about the need for volunteers.
b [6] offers technical information about the event.
c [3] shares one of the volunteers' experience.
d [5] gives information about the type of audience that is expected.
e [1] introduces the context and presents the topic.
f [4] describes the plans for the next edition of the festival.

6 **Read the text again and fill in the form with information about the festival.**

Name of the festival:	Light Nelson
Where it happens:	Queen's Gardens
When it happens:	July
How much it costs:	nothing
Project manager:	Sophie Kelly
Artists confirmed:	Vincent Ward Rob Appierdo Jon Baxter
Expected audience:	mixed ages, locals, visitors, family groups, couples etc.

7 **What do the following numbers refer to?**

60: number of light installations
70: number of volunteers confirmed
120: number of volunteers needed
55,000: number of visitors in 2016

8 **Check the reasons why Christine McKenzie enjoyed participating in the festival as a volunteer.**

1 ☑ She met new people.
2 ☐ It happened in the middle of winter.
3 ☐ The community needed her help.
4 ☑ She could see that people were really excited about the festival.
5 ☐ She could work only a few hours each night.

9 **Why did the writer use square brackets in paragraphs 3 and 4? Circle the correct option.**

[✓ a] To include words that the original speaker did not use, in order to clarify the message.
b To emphasize the most relevant information mentioned by the speaker.
c To show that the speaker said some words louder than the rest of the sentence.
d To specify which words were hard to understand when the speaker was being interviewed.

10 **Write a synonym or a definition for the words and phrases in bold.**

1 That's the message Light Nelson's organizers are **putting across**.
communicating, expressing

2 ... they have about 70 **to date**.
until now, up to the present time

3 ... **acclaimed** filmmaker...
publicly recognized, enthusiastically praised

4 ... become the central **hub**...
the main center of an activity

Buzzwords

"She says it creates a community ***buzz****."*
What does "buzz" mean in this context? Look it up.

Anything that creates excitement or stimulus.

After Reading

11 **Would you volunteer to work at Light Nelson? Why?** Open answers.

Workbook p. 18

LANGUAGE 2

1 Underline the structure that appears in all the sentences.

1 Having an outside event with lights in July is going to be a magical experience.

2 Volunteers are going to work for a minimum of two nights.

3 This year, the event is going to "extend its footprint" across Queen's Gardens, Albion Square and the NMIT campus.

4 Vincent Ward is going to project video onto the Suter Art Gallery.

5 Rob Appierdo is going to present *Entity*.

2 Answer the questions about the article on page 12 and the sentences in activity 1.

1 When were the sentences written? In June.

2 When is the festival? In July.

3 The sentences refer to events that...

a happened in the past.

b are happening in the present.

[✓ c] are going to happen in the future.

4 The sentences express...

[✓ a] plans. b predictions.

5 What structure is used in all the sentences? Be + *going to*.

6 What is the form of the verb that comes after this structure? Its base form.

Be + *going to*

I **am going to** participate in this year's festival as a volunteer.
My neighbors **are going to** spend their holidays in the mountains.

Sally **isn't going to** visit her cousins tonight.
We **aren't going to** volunteer this month because of our school tests.

Are you **going to** see the dentist tomorrow?
Yes, I **am**. I made the appointment two weeks ago.

Is Troy **going to** be at the fund-raising party?
No, he **isn't**. He has a birthday party on the same day.

We use be + *going to* to talk about plans.
We may use "gonna" instead of "going to" in informal contexts—especially in spoken English.

3 Circle the correct options to complete the sentences about Light Nelson.

1 The light installations **is going to** / [✓ **are going to**] illuminate Queen's Garden.

2 The festival [✓ **isn't going to**] / **doesn't going to** happen in the summer.

3 120 volunteers **are going to working** / [✓ **are going to work**] during the festival.

4 [✓ **Are you going to**] / **You are going to** volunteer too?

4 Match the images to the plans.

1 They are going to get married.

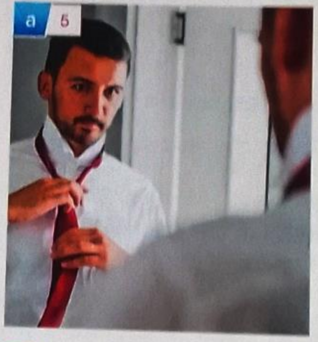
2 They are going to perform a ballet dance.

3 She is going to walk her dog.

4 She is going to have a test.

5 He is going to attend a formal event.

a 5

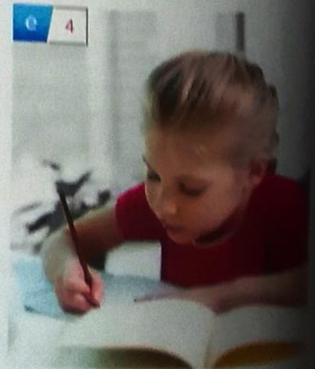


b 3

c 1

d 2

e 4



5 Complete the dialogue between Donna and Hector with the verbs in parentheses and the correct form of be + *going to*.

Hector: Hey, Donna! What (1) are you going to do (do) this vacation?

Donna: I'm not sure yet. How about you? (2) Are you going to travel (travel) with your family?

Hector: Nope. We don't have any plans this time.

Donna: Hmm... Maybe we can volunteer! What do you think?

Hector: I (3) 'm not going to work (not/work) on vacation!

Donna: Come on! We (4) 're/are going to have (have) fun!

Hector: Where (5) are you going to volunteer (volunteer)?

Donna: I think I (6) 'm/am going to join (join) an NGO that helps promote organic farming. It (7) 's/is going to be (be) a different experience!

Hector: Hmm... I'll think about it.

Donna: Yay!

6 Correct the sentences about different people's plans. Then react to the plans using *going to*. Follow the example.

1 Charles go to throw a great dinner party.

Correction:
Charles is going to throw a great dinner party.

Reaction:
I'm going to take my best friend with me!

2 Amy and Alex is going to traveling to Europe on their next vacation.

Correction:
Amy and Alex are going to travel to Europe on their next vacation.

Reaction:
Open answers.

3 George go to do some volunteer work in December.

Correction:
George is going to do some volunteer work in December.

Reaction:
Open answers.

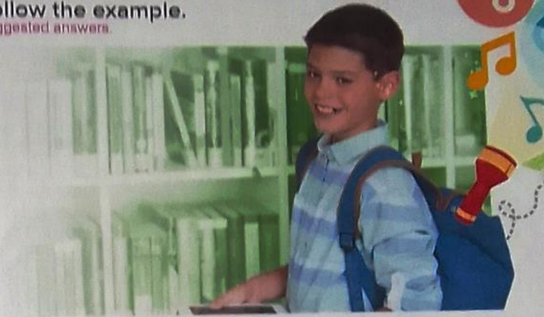
4 Duff not go to buy new clothes for the party.

Correction:
Duff isn't going to buy new clothes for the party.

Reaction:
Open answers.

7 Complete the sentences about Pieter's plans. Follow the example.

Suggested answers.



1 Pieter's going to study French
because he wants to live in Paris for one year.

2 He isn't going to make a new passport
because his parents didn't allow him to travel.

3 He's going to exercise
because he wants to be healthier.

4 He is going to start reading a new book
because he loves reading.

5 He's going to help with the dishes
because his sister asked him to do it.

6 He's going to be a volunteer
because he wants to contribute to a better world.

8 What are your plans? Answer the questions.

Open answers.

1 What are you going to do on your next vacation?

2 What are you going to do after school today?

3 When are you going to study for your next test?

4 When are you going to visit your grandparents?

5 How are you going to celebrate your birthday?

9 Interview a classmate using the questions from activity 8 and take notes of his/her answers.

Open answers.

1

2

3

4

5

Workbook p. 18

WRITING

A News Article About a Future Event

Before Writing

1 Plan your news article.

1 Who is going to read it?
2 What event do you want to talk about?
3 What information do you need to share?
4 Why is it an interesting event?
5 Can you include quotations in your article?
6 What is the headline of your article going to be?

Drafting

2 Write a draft of your news article.

1 In the first paragraph, include the most important information about the event: what it is, where and when it is going to happen.
2 In the other paragraphs, give more details about the event. How are you going to report the details in the paragraphs?
3 If possible, include quotations about the event.
4 At the end, invite people to attend the event.

3 Share your news article with a classmate and ask for his/her opinion. Make adjustments if necessary.

Final Writing

4 Write a final version of your news article. Then share it with the whole class.

INVESTIGATE

few many some

I can find ____________ different volunteering opportunities in my city.

Collect Data

- ▶ Conduct some research on volunteering programs in your city or town.
- ▶ What is the objective of each program?
- ▶ What social areas do they focus on?
- ▶ What parts of the city are the programs located in?

Analyze the Data

- ▶ How many different volunteering programs could you find in your city?
- ▶ Do they have similar objectives?
- ▶ What social areas do they focus on?
- ▶ Are they spread around or concentrated in a few neighborhoods?
- ▶ Was it easy to find information about them?

Draw a Conclusion

I can find ____________ different volunteering opportunities in my city.

1 Reflect on your conclusion and discuss.

1 Are there more or fewer volunteering opportunities in your city than you expected?
2 How interesting are the volunteering programs you have found?
3 Are there enough opportunities for people your age to volunteer?
4 In general, is it easy to apply for these volunteering programs?
5 Would you like to volunteer for any of the programs you have found?

Makerspace p. 22

LOCAL AND GLOBAL

1 Read the ad and answer the questions.

1 What is the objective of this ad? It is to invite volunteers to help refugees adapt to their new country.

2 Why do refugees leave their countries? Because of conflict and persecution.

3 What do refugees have to do when they get to a new country? Overcome their traumas, find a new home, find a new job and adapt to a new culture.

MAKING INTEGRATION EASIER

Between 1997 and 2016, the global number of people who were forced to move to different countries grew from 33.9 million to 65.6 million. Children below 18 years of age constituted about half of the refugee population in 2016. Every day, around 28,300 people are forced to leave their countries because of conflict and persecution. Not only do refugees have to overcome traumas, but they also have to find a new home, a new job and adapt to a new culture. Help us support refugees' journey towards integration!

Adapted from <http://www.unhcr.org/globaltrends2016/>. Accessed on December 4, 2019.

2 Research and find out. Open answers.

1 What are the most common difficulties refugees face?

2 Which volunteer programs focus on helping refugees adapt to their new countries? What do they do?

3 How can you contribute to helping refugees who are now in your country? Open answers.

IMAGINE

Imagine a place where you don't work for money.

👍 ❤ 😀 😮 😕 😡

1 Research into the concept. Bring your research to be discussed in class. Open answers.

2 Read the online article. Then discuss the questions with a classmate. Open answers.

RTV

1 What do you think motivates people to work?

2 What do you think motivates people in Auroville to work?

3 In your opinion, what are the advantages and difficulties of living in a place without money?

4 Would you like to live in a place like Auroville? Why?

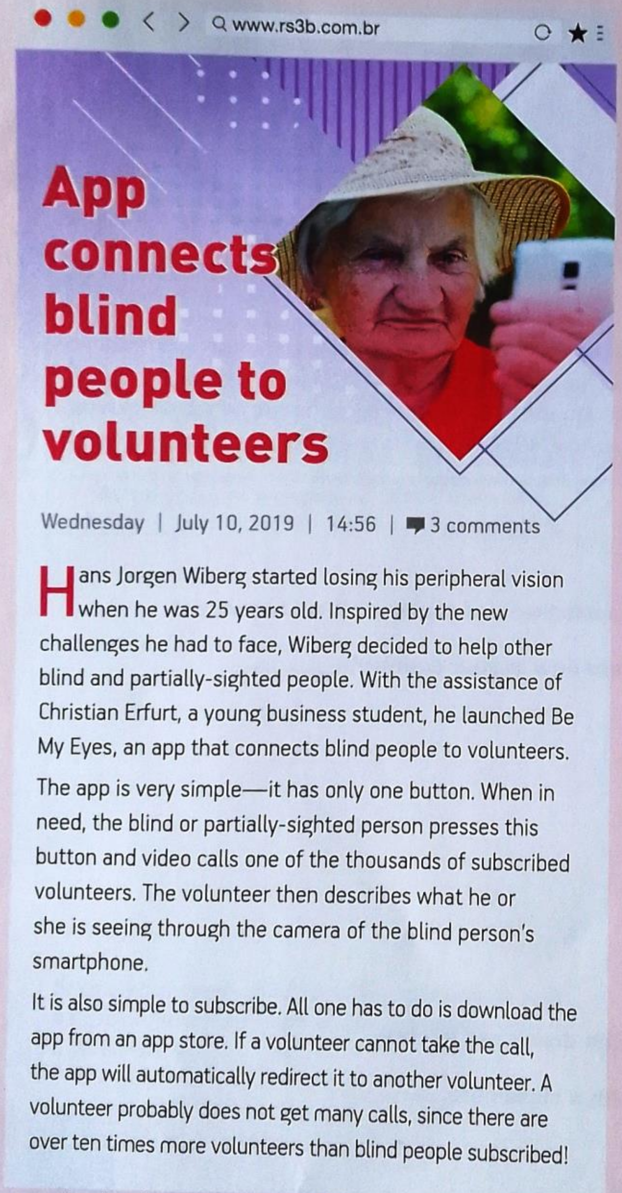
1 **Read the news article and check what the author's intention is.**

a ☐ Present the number of blind people in the world.

b ☐ Narrate Jorgen Wiberg's biography.

c ☑ Present an app that helps blind people.

d ☐ Present some opportunities to work as a volunteer.



App connects blind people to volunteers

Wednesday | July 10, 2019 | 14:56 | 3 comments

Hans Jorgen Wiberg started losing his peripheral vision when he was 25 years old. Inspired by the new challenges he had to face, Wiberg decided to help other blind and partially-sighted people. With the assistance of Christian Erfurt, a young business student, he launched Be My Eyes, an app that connects blind people to volunteers.

The app is very simple—it has only one button. When in need, the blind or partially-sighted person presses this button and video calls one of the thousands of subscribed volunteers. The volunteer then describes what he or she is seeing through the camera of the blind person's smartphone.

It is also simple to subscribe. All one has to do is download the app from an app store. If a volunteer cannot take the call, the app will automatically redirect it to another volunteer. A volunteer probably does not get many calls, since there are over ten times more volunteers than blind people subscribed!

Based on <https://www.independent.co.uk/news/business/indyventure/be-my-eyes-blind-partially-sighted-app-startup-volunteer-vision-a8039236.html>. Accessed on December 4, 2019.

2 **Read the news article again and circle the best option to complete each statement.**

1 Jorgen Wiberg is...
a completely blind.
[✓ b partially blind.]
c not blind at all.

2 Christian is Jorgen's...
a son.
b neighbor.
[✓ c business partner.]

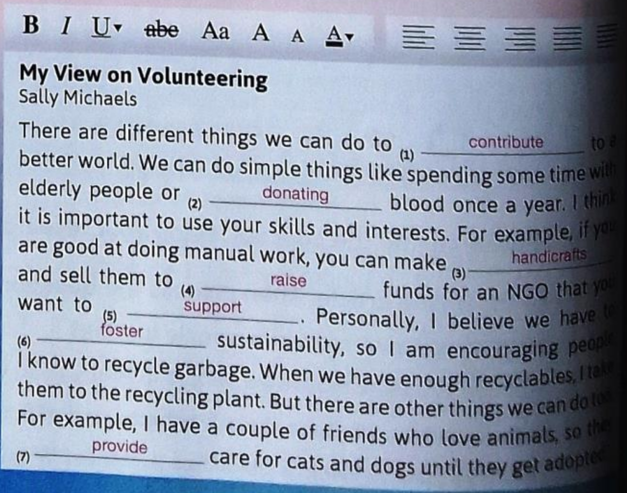
3 Be My Eyes is...
[✓ a a video-conferencing app.]
b an instant-message app.
c a voice-recording app.

4 In order to volunteer, you...
a need to fill in some papers.
b need to talk to Wiberg.
[✓ c need to install the app.]

5 The number of volunteers who subscribed to the app...
[✓ a is much bigger than the number of blind people who subscribed.]
b is the same as the number of blind people who subscribed.
c is much smaller than the number of blind people who subscribed.

3 **Complete Sally's composition with the words from the box.**

contribute donating foster
handicrafts provide raise support



My View on Volunteering
Sally Michaels

There are different things we can do to (1) contribute to a better world. We can do simple things like spending some time wit elderly people or (2) donating blood once a year. I thin it is important to use your skills and interests. For example, if yo are good at doing manual work, you can make (3) handicrafts and sell them to (4) raise funds for an NGO that yo want to (5) support. Personally, I believe we have t (6) foster sustainability, so I am encouraging peop I know to recycle garbage. When we have enough recyclables, I ta them to the recycling plant. But there are other things we can do to For example, I have a couple of friends who love animals, so th (7) provide care for cats and dogs until they get adopte

4 Match the beginning of sentences (1-8) to their endings (a-h). Follow the example.

1 d I am going to visit my relatives in Iceland...
2 h Karl is going to do some volunteer work...
3 e Katy's friends are going to throw a farewell party for her...
4 g Jeremy is going to travel to Thailand...
5 b Jimmy and Sue are going to buy a bigger car...
6 a Trisha isn't going to do this project with Kyle...
7 c Millie and Michael aren't going to travel with their family...
8 f Monica isn't going to order dinner...

a because he never does his homework.
b because they are going to have a baby soon.
c because they got a summer job.
d because they promised me I would love the cold weather.
e because she is going to take a year off to travel in Australia.
f because she prefers to eat homemade food.
g because he really likes getting to know new cultures and places.
h because he wants to contribute to a better world.

5 Write questions for the answers. Follow the example.

1 Where are you going to spend the day?
I'm going to spend the day at the recreational club.

2 What are you going to do on your next vacation?
I'm going to visit Greece on my next vacation.

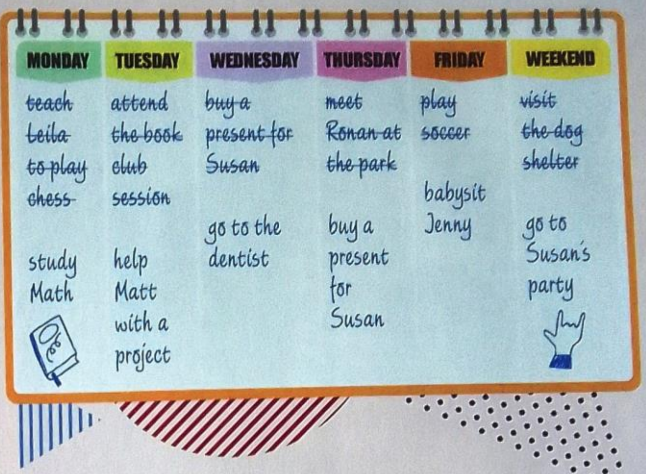
3 When are you going to graduate?
I'm going to graduate in two years.

4 Who is going to walk the dog?
Dad is going to walk the dog.

6 Answer the questions from activity 5 with information about yourself. Open answers.

1
2
3
4

7 Look at Bryan's plans for next week and write what he is or isn't going to do. Follow the example.



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND
~~teach Leila to play chess~~	~~attend the book club session~~	~~buy a present for Susan~~	~~meet Ronan at the park~~	~~play soccer~~	~~visit the dog shelter~~
study Math	help Matt with a project	go to the dentist	buy a present for Susan	babysit Jenny	go to Susan's party

Monday: Bryan isn't going to teach Leila to play chess because he is going to study Math.

Tuesday: Bryan isn't going to attend the book club session because he is going to help Matt with a project.

Wednesday: Bryan isn't going to buy a present for Susan because he is going to go to the dentist.

Thursday: Bryan isn't going to meet Ronan at the park because he is going to buy a present for Susan.

Friday: Bryan isn't going to play soccer because he is going to babysit Jenny.

Weekend: Bryan isn't going to visit the dog shelter because he is going to go to Susan's party.

8 Complete the planner with your plans for next week. Then write sentences about your plans.
Open answers.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	WEEKEND

Monday:
Tuesday:
Wednesday:
Thursday:
Friday:
Weekend:

Extension

Review 5

1 Paul and Kevin are talking about their holiday plans. Circle the correct options to complete their dialogue.

Paul: Hey, Kev, what (1) **[✓ are you going to do]** / **you do** on your summer holidays?

Kevin: I (2) **'m going do** / **[✓ 'm going to do]** some volunteer work!

Paul: Really? Work? Why don't you travel or play video games?

Kevin: Well... I wanted to do something new for a change.

Paul: But why volunteering? You (3) **[✓ aren't going to enjoy]** / **don't go to enjoy** your break!

Kevin: Of course I am! Volunteering can be fun! I (4) **make** / **[✓ 'm going to make]** new friends, get to know different cultures and help other people.

Paul: I guess it makes sense, after all...

2 Write in your notebook four activities that you are going to do on the weekend and explain why. Follow the example. Open answers.

I'm going to finish my homework because I need to hand it in on Monday.

3 Complete the questions about plans. Use be + *going to* and an appropriate verb. Follow the example.

1 How are you going to prepare for your next Geography test?
2 What movie are you going to watch/see next weekend?
3 When are you going to post/share that picture you took?
4 What are you going to give Susan for her birthday?
5 Are you going to stay in a hotel when you go to the beach?

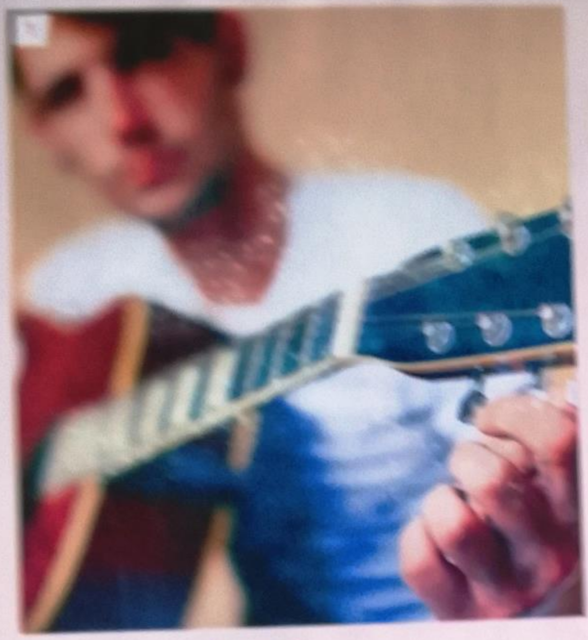
4 37 Listen to the dialogue and complete the sentences. Write *Claire is*, *Fernando is* or *Claire and Fernando are*.

1 Claire is going to feed dogs in a shelter.
2 Fernando is going to have a softball game.
3 Claire and Fernando are going to present a project on Monday.

5 38 Listen again and answer the questions.

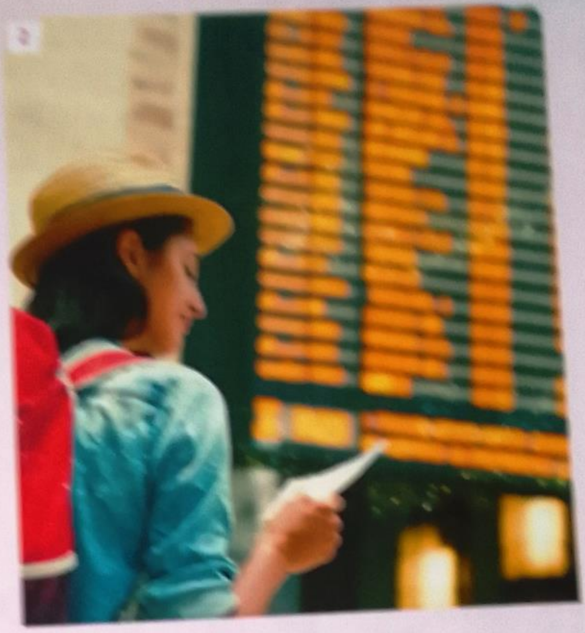
1 Is the teacher going to allow Claire and Fernando to postpone their presentation? No, he/she isn't.
2 Is Fernando going to cancel his softball game? No, he isn't.
3 Is Claire going to practice her presentation on Saturday? Yes, she is.
4 Is Fernando going to visit the dog shelter? Yes, he is.

5 Look at the images and write one sentence about what the people in them are going to do and one sentence about what they are not going to do.

1


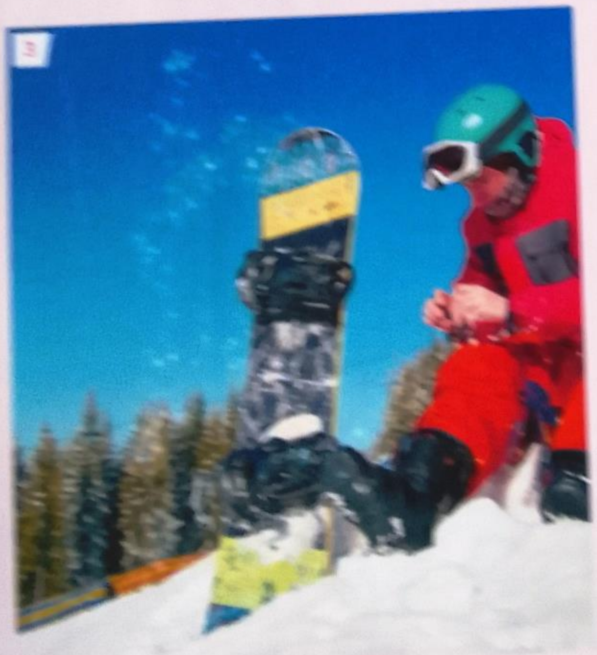
a He's going to play the guitar.

b He isn't going to swim.

2


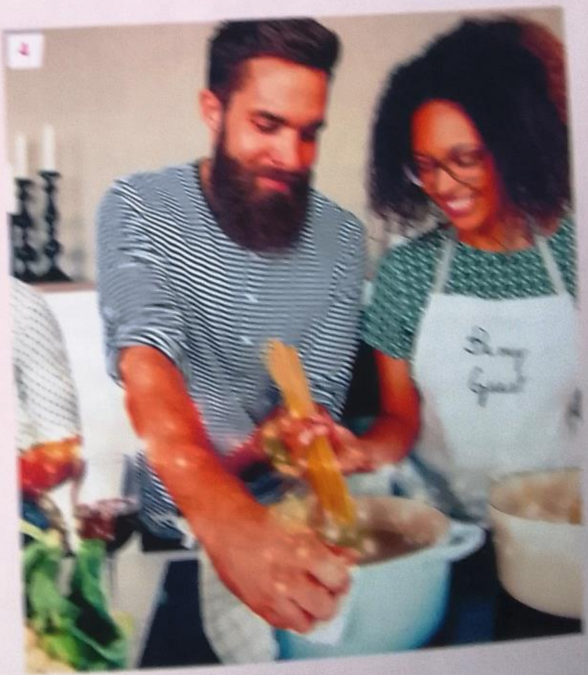
a She's going to travel.

b Open answers.

3


a He's going to snowboard.

b Open answers.

4


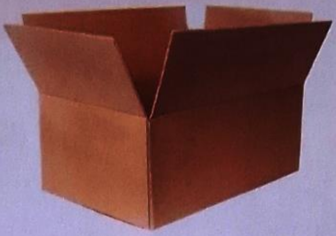
a They're going to have lunch/dinner.

b Open answers.

Makerspace / Dog Bed

Basic Supplies

wooden box


cardboard box

old pillow and pillowcases

acrylic paint and paintbrushes

scissors

duct tape

Action

1 Search for volunteer programs and NGOs in your area that take care of abandoned dogs.

2 Choose one of these programs or NGOs.

Problem-solving

- Is the volunteering program or NGO that you chose easy to visit?
- How could you get there?
- Do they accept donations?

3 Visit the organization you chose or check their website for photographs.

4 Check the size of the dogs they take care of.

5 Find an empty wooden box or a cardboard box that is big enough for one of these dogs.

Problem-solving

- Is your box big enough or do you need a bigger one?
- If you are using a cardboard box, is it resistant enough?
- If not, how can you make it more resistant? Maybe the duct tape and the scissors can help.

6 Decide on the color of the dog bed you are going to make.

7 Apply one coat of paint to the box and let it dry.

8 Apply more coats of paint if necessary.

9 Put the old pillow inside the pillowcase.

10 Place the pillow inside the box.

Problem-solving

- Is there anything in your dog bed that could hurt the dog?

11 Donate the dog bed to the volunteering program or NGO you chose.

12 Donate some more pillowcases as well, so that they can be changed and washed.

Assessment

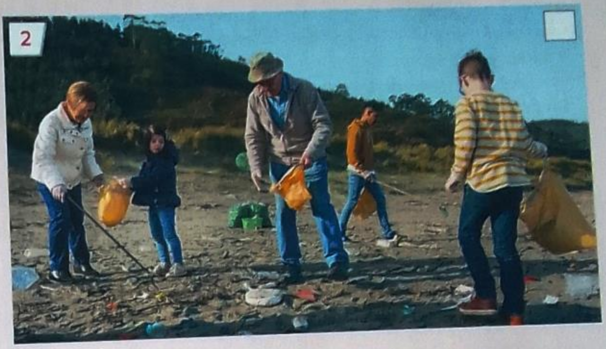
- Did your dog bed turn out the way you imagined it would?
- Did you have any problems that you could not solve?
- Will you do anything differently if you make another dog bed?

Video Volunteer Hairdresser

1 Watch the video about Josh and Jade again and cross out the image that does not represent the kind of work done by them.

1 ☐

VOLUNTEER
VOLUNTEER
Donation

2 ☐


3 ☐

4 ☒

2 Watch the video one more time and fill in the blanks according to what is said.

1 I'm a hairdresser and recently I've been going out on the street to cut hair for those who are homeless. (...)

2 "*Do Something for Nothing* was born in 2015. This was when I started going out on the street with my scissors, to cut hair for people who need it. And I always wanted other people to get involved."

3 One person who saw Josh's posts is Jade, a vet who wanted to help. Jade helps homeless people look after their dogs. Often, Jade and Josh will go out volunteering together. (...)

4 Helping people has made Josh happy. Do you think there is something you could give to your community?

3 Match the quotes to the titles. Then listen and check your answers.

1 "It's really about connecting with people, it's about what you get in return, like, I'm the happiest I've been doing this and it's OK to recognize that."

2 "Out of a hundred people who like a photo or a thousand people who see a video, you don't know which one of those is gonna go 'actually, I feel like this is for me too'."

3 "You know, you don't have to solve every one of their problems. You can just say hello and smile and recognize that they're, whatever situation they're in, they are a person."

a 2 Involve Others
b 3 It's Good to Talk
c 1 Help Others, Help Yourself

4 Project Time! Follow your teacher's instructions and do as proposed. Open answers.

CLIL How Urgent Is This? (The Economics of Life)

1 **Check how urgent each situation is according to your point of view.** Open answers.

Situation	Urgent	Not Urgent
1 Eating when I am hungry.		
2 Buying the latest video game.		
3 Watching a movie released recently.		
4 Going to the bathroom.		
5 Eating a mid-afternoon treat.		
6 Buying the latest smartphone.		
7 Drinking water when I am thirsty.		
8 Covering up when I am cold.		

2 **Read the text and write to what extent your answers to activity 1 are similar/different from the text's considerations.** Open answers.

Basic vs. Secondary

We want it all and we want it now, right? However, as we grow older, we discover that some things are not going to be available whenever we want them. When we learn the value of knowing how to wait, we take a huge step towards maturity.

Many people suffer from a very low frustration tolerance. This is because they don't know the importance of waiting for the right moment. They don't know how to be patient. For example, you can't rush time. Saturday will come on Saturday! Never before!

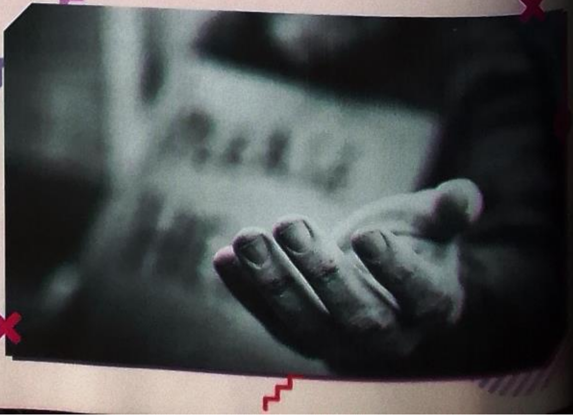
We have different kinds of needs. Some of them are urgent. We identify them because our health and well-being depend on their satisfaction. Mitigating your thirst or your hunger are examples of urgent needs. These require rapid satisfaction. This is why they are called basic needs.

All the other needs are secondary, even if you think that they are urgent. The irony here is that the more you wait, the more satisfied you feel when you succeed. Your patience is rewarded when you appreciate the value of things, especially if you invest yourself in them.

3 **Read the statements and circle the right answer according to the text.**

1 A basic need is urgent because my health and well-being depend on its satisfaction.
2 Dressing up in fashion is a basic need.
3 I can wait to satisfy secondary needs.
4 Sleeping is a secondary need.
5 If I don't satisfy a basic need, I can get sick.
6 Frustration tolerance happens because people do not know how to wait.
7 If I don't satisfy a secondary need, I get sick.
[✓ 8] All of the above except for 2, 4 and 7.

4 **Create a poster with a mind map summarizing the text.** Open answers.



5 **How do you perceive time in these situations? Look at the example.** Open answers.

1 You have to wait in line for the bathroom (10 minutes). 2 hours
2 You are having a great time with your friends (4 hours).
3 You are terribly bored in class (30 minutes).
4 There is one more week for your vacation.
5 You are late for an exam (15 minutes).
6 You are going back to school tomorrow, after a long vacation.

6 **Read the text. Then classify the results of these situations as I (instant rewards) or D (delayed rewards).**

DON'T HURRY, BE HAPPY!

You already know that fossil fuels take millions of years to be produced naturally. An artisan needs time to create a perfect musical instrument. A musician needs time to find the best way to play it. It takes time for a flower to bloom and for a child to become an adult.

Time is a valuable and non-renewable resource. That does not mean that we need to hurry. When we rush, our body is upset and we are in a bad mood. Is stress always necessary? Some things take time and that is all right. Instant results are rewarding, but we need to learn to wait if necessary.

We measure time in hours, weeks, years and centuries. Time is also relative: how do we measure time when we need to go to the bathroom urgently? Why does time seem to go faster when we are having fun? Five minutes in both situations do not feel the same, right?

So, make the most out of time. Let things happen when the moment is right. Just wait and see what happens. Don't hurry, be happy!

1 D Planting a tree and seeing it grow.
2 I Eating when you are hungry.
3 D Starting a business.
4 D Learning a new language.
5 I Turning the lights on.
6 D Waiting for the results of your final tests.
7 D Saving money for a new outfit.

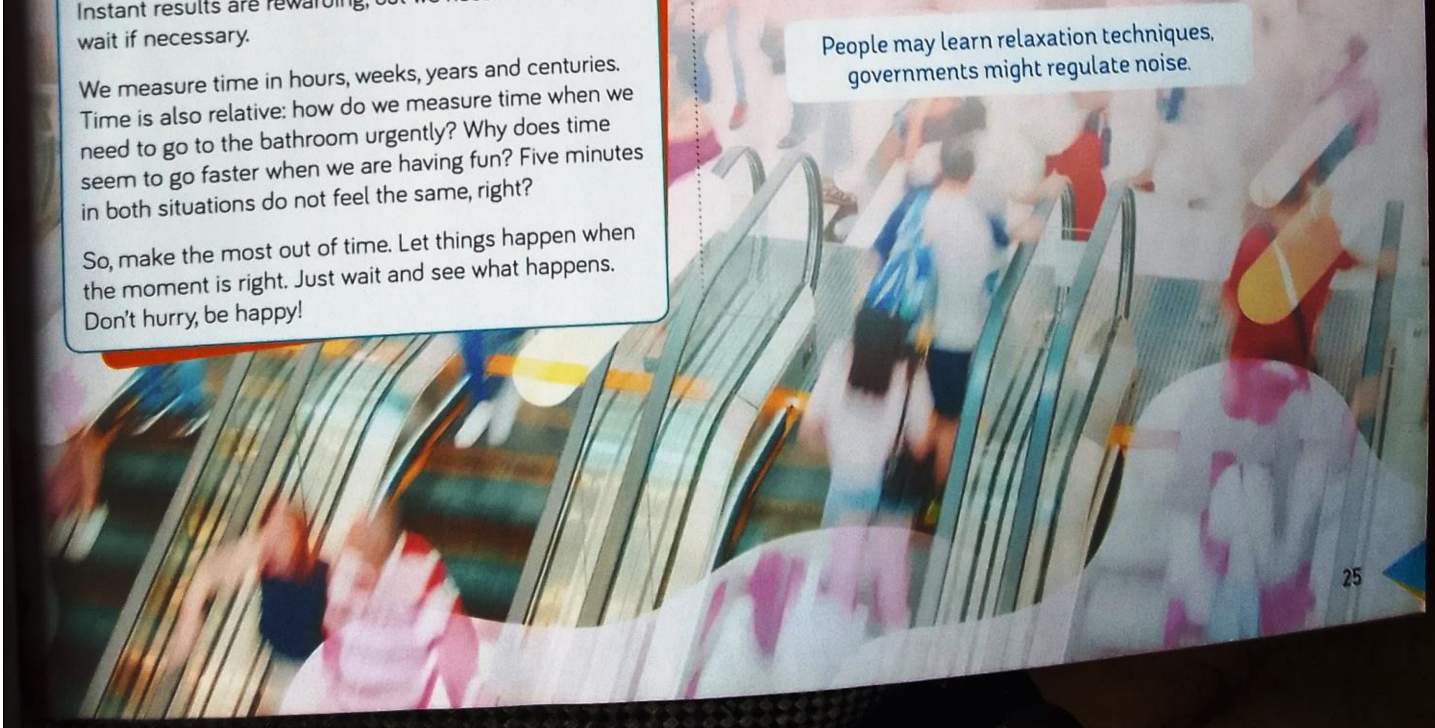
7 **What are the advantages and disadvantages of stressing out? Follow the example.** Open answers

Advantages	Disadvantages
I finish faster.	I can get a headache.

8 **Stress is a global disorder. Work in groups of four and discuss these questions.**

1 How does stress affect our health?
2 How does stress affect our relationships?
3 How does stress affect our performance at work/school?
4 How can we fight stress? Look at the examples.

People may learn relaxation techniques, governments might regulate noise.



6

DREAM BIG DREAMS

OBJECTIVES:

- Talk about dreams.
- Understand idioms and expressions related to dreams.
- Give an interview about dreams.
- Talk about the future.
- Write about your plans for the future.
- Research into the dreams adults used to have when they were teenagers.
- Reflect on how learning English can help people achieve their dreams.

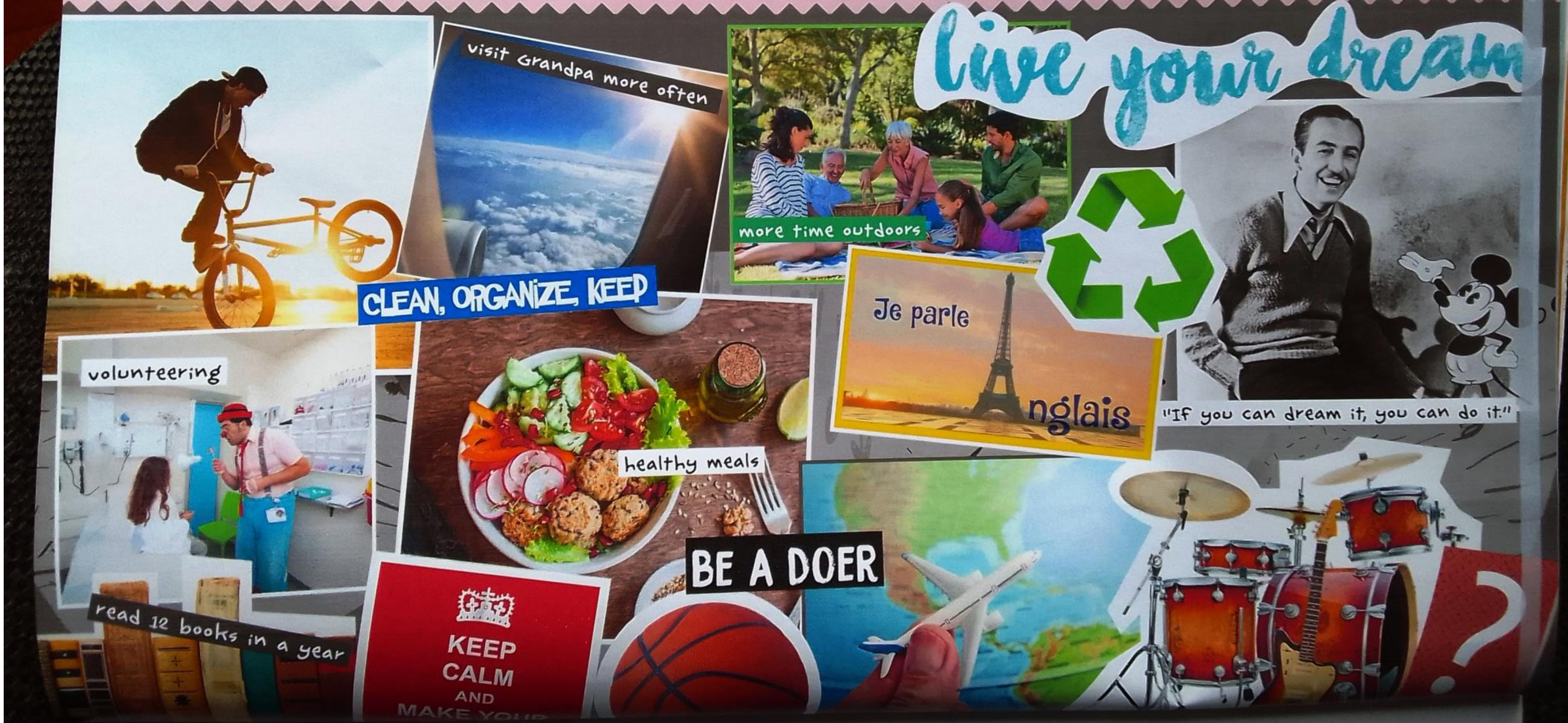
Read the questions and discuss.

1 What do people usually dream of for their lives?
2 What can people do to make a dream come true?
3 Is it possible to have many dreams in life? How?
4 How would people feel if they couldn't fulfill a dream?

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 12).

Richmond

FIRST MOVE


visit Grandpa more often
more time outdoors
live your dream
CLEAN, ORGANIZE, KEEP
Je parle
nglais
"If you can dream it, you can do it."
volunteering
healthy meals
BE A DOER
read 12 books in a year
KEEP
CALM
AND
MAKE YOUR
?

FIRST MOVE

1 Look at the images on the previous page and check the correct options.

a ☑ They are about wishes.

b ☐ They show memories of the past.

c ☑ There is a mix of images and texts.

2 Look at the texts and images on the vision board and find examples of the following.

1 A quote from a famous person. "If you can dream it, you can do it." (Walt Disney)

2 How to say "English" in French. Anglais

3 The number of books to read in a year. 12

4 A family member. Grandpa

5 To freely offer to do something. volunteering

3 Check the meaning of the sentences below according to the board.

1 Be a doer.

a ☑ Be someone who acts rather than talks.

b ☐ Be someone who dreams.

2 Clean, organize, keep.

a ☑ Clean and care for your things, keeping them in order.

b ☐ Keep your dreams organized.

3 Live your dream.

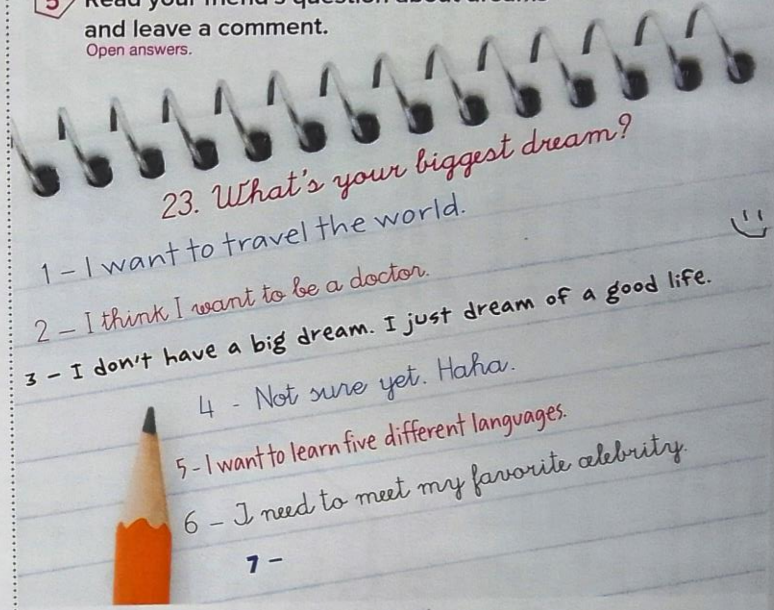
a ☐ Enjoy your dream while you sleep.

b ☑ Live the life you have always dreamed of.

4 Imagine you were creating your own board. What would you include in it? Why? Open answers.

React!

5 Read your friend's question about dreams and leave a comment.
Open answers.



23. What's your biggest dream?

1 – I want to travel the world.

2 – I think I want to be a doctor.

3 – I don't have a big dream. I just dream of a good life.

4 - Not sure yet. Haha.

5 - I want to learn five different languages.

6 – I need to meet my favorite celebrity.

7 –

I Wonder

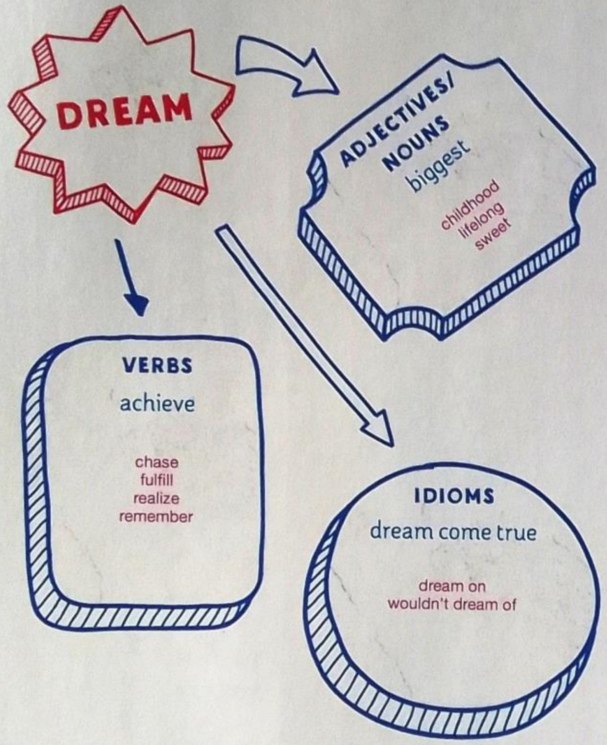
6 Write a question about the dreams of teenagers from other countries. Then look for the answer. Open answers.

♥ 99 Great! 99 Interact

LANGUAGE 1

1 Complete the spidergram with the words from the box.

~~achieve~~ ~~biggest~~ chase childhood
~~dream come true~~ dream on fulfill
lifelong realize remember sweet
wouldn't dream of



2 Use the words from activity 1 to complete the sentences. In some cases, there might be more than one correct answer.

1 **A:** Hi, Sam. What's this?
B: It's my diploma. I'm a doctor now. This was my biggest/childhood/lifelong dream.

2 **A:** Debbie always liked movies.
B: She is finally in Hollywood! It's a dream come true.

3 **A:** Let's have pizza tonight, Zack.
B: I can't. I'm working very hard to join the Red Cross. I want to achieve/fulfill my dream.

4 **A:** I'm going to be a singer.
B: You? Ah, come on. Dream on! You can't sing anything!

3 Circle the best option.

1 Carlos is going to study History and [✓ **fulfill**] / **come true** his dream.
2 Sarah is very rich. Her life is something I [✓ **wouldn't dream of**] / **chase** in a million years.
3 Time to go to bed, kids. Have [✓ **sweet**] / **childhood** dreams.
4 I'm living in Canada and this is **dream on** / [✓ **a dream come true**]! It's so good to be here!

4 Read about Susan's dreams and fill in the gaps with the words from the box.

achieve chase childhood
come dream live

Hi, I'm Susan and I'm an illustrator. I love my job because it's a dream come true. Since I was a kid, I wanted to draw and paint. Today I live my dream because I work for the biggest game company in the world and I create characters for video games. It's so much fun.

But don't even think it was easy! I studied very hard to achieve my dream. I used to draw for eight hours a day and then go to school to learn more. So, follow my advice: if you have a childhood dream, you must chase it to fulfill it. Then be ready to live your dream.

5 Order the words to make questions. Then ask and answer the questions in pairs.

1 biggest / is / your / what / dream / ?
What is your biggest dream?

2 you / how / can / your / dream / realize / ?
How can you realize your dream?

3 last year / any / did / true / dreams / come / of / your / ?
Did any of your dreams come true last year?

4 dream / what / you / wouldn't / of / is / doing / something / ?
What is something you wouldn't dream of doing?

LISTENING AND SPEAKING

1 39 **Three teens are talking about their dreams. Check the topics you think they will mention. Then listen to the interviews and check your guesses.**

a ☐ school
b ☑ family
c ☑ career
d ☑ role model
e ☑ traveling
f ☑ helping people
g ☐ technology

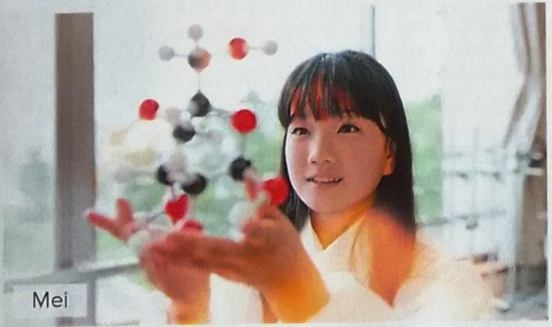
2 40 **Listen again and complete the sentences with the occupations mentioned.**

Karmel

1 I'd love to be a photographer or maybe a journalist. But what I really want is to be a lawyer.

Dulani

2 I want to be a nurse.


Mei

3 My dream is to become a scientist.

3 **Answer T (true) or F (false) according to the interviews with Karmel, Dulani and Mei about their dreams.**

a T Karmel wants to be an important person.
b F Karmel and Dulani are 13 years old.
c F Dulani cares only about women and girls.
d T Dulani and Mei are going to study very hard.
e T Mei wants to help a lot of people.

Buzzwords You are really great! You can do it!

"You rock, Karmel!"
What does "you rock" mean? Look it up!
Can you find a synonym for it in this context?

4 **Complete the sentences with the correct information.**

a Karmel's biggest dream is to be a lawyer.
b Karmel wants to help women and girls.
c Dulani is going to study hard to become a nurse.
d Mei is going to talk to (many) people.
e Mei is going to travel a lot.

5 **Match the fillers to the corresponding intention. Listen to the interviews again and check your answers.**

1 Uh
2 You know
3 I mean
4 So
5 OK

a 3 To explain what one was trying to say.
b 5 To agree with the other speaker and keep the conversation going.
c 1 To stop a bit and think about what to say next.
d 4 To start the conversation.
e 2 To reinforce information that was just given.

6 **Imagine Noel is interviewing you about your dreams. Plan your answers.**

- So, what's your biggest dream?
- And how are you going to do it?
- What's on your mind these days?
- What do you think you have in common with teens from the rest of the world?

7 **Record an audio clip of your interview and share it with the whole class.**

READING

Before Reading

1 Read the title of the text and analyze its layout. Then answer the questions.

1 What is the text about? It is about dreams.

2 Where was it published? On an online blog

2 Scan the text and circle the correct option.

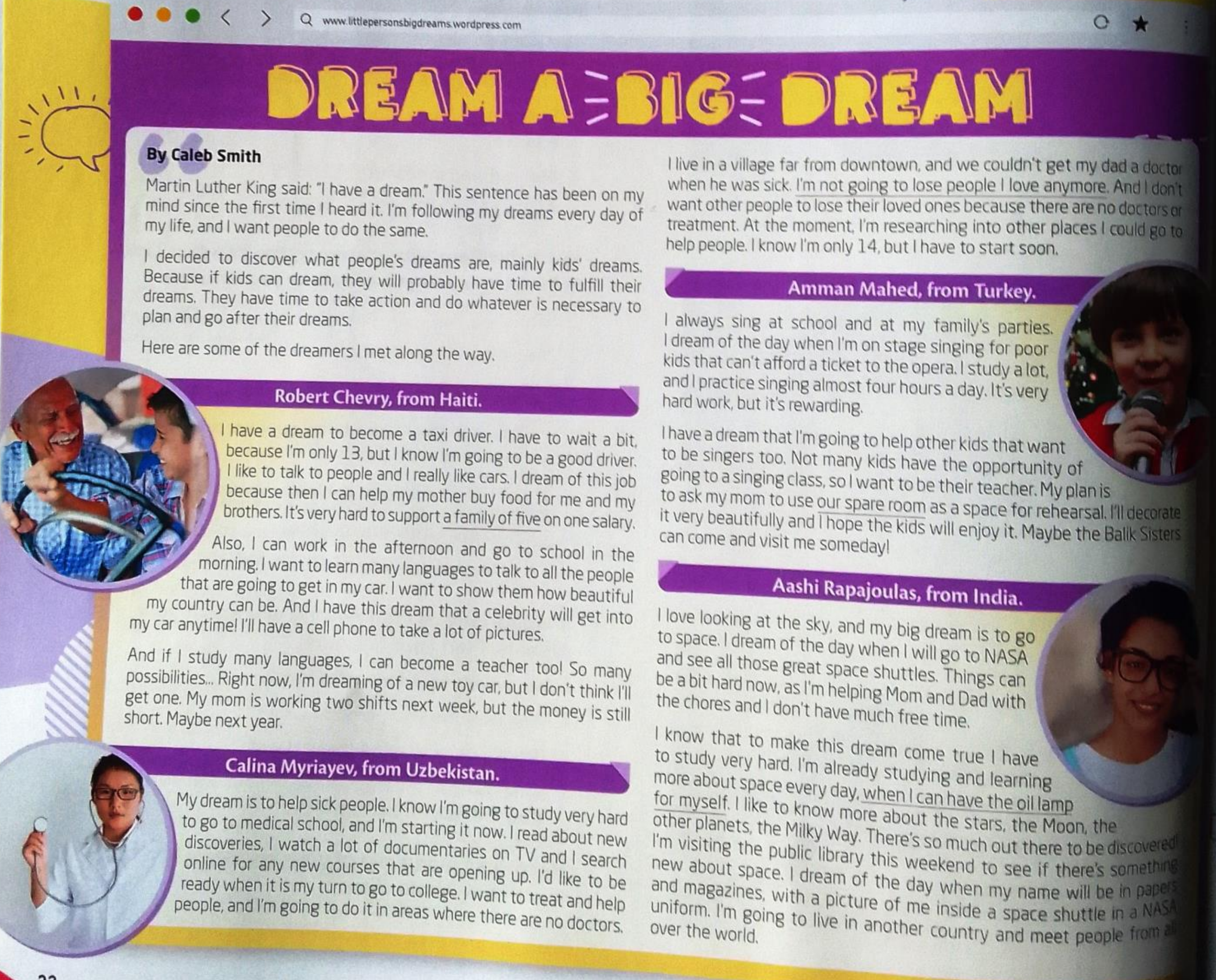
a The text is a blog post about Caleb's dreams and hopes for the future.

[✓ b] The blog post contains the personal narratives of four different kids about dreams.

c The kids talk about their dreams in a dialogue about their future.

3 What do you think will be mentioned in a text about dreams? Circle the words. Open answers.

career family friends pets places to live school toys



www.littlepersonsbigdreams.wordpress.com

DREAM A BIG DREAM

By Caleb Smith

Martin Luther King said: "I have a dream." This sentence has been on my mind since the first time I heard it. I'm following my dreams every day of my life, and I want people to do the same.

I decided to discover what people's dreams are, mainly kids' dreams. Because if kids can dream, they will probably have time to fulfill their dreams. They have time to take action and do whatever is necessary to plan and go after their dreams.

Here are some of the dreamers I met along the way.

Robert Chevry, from Haiti.

I have a dream to become a taxi driver. I have to wait a bit, because I'm only 13, but I know I'm going to be a good driver. I like to talk to people and I really like cars. I dream of this job because then I can help my mother buy food for me and my brothers. It's very hard to support a family of five on one salary.

Also, I can work in the afternoon and go to school in the morning. I want to learn many languages to talk to all the people that are going to get in my car. I want to show them how beautiful my country can be. And I have this dream that a celebrity will get into my car anytime! I'll have a cell phone to take a lot of pictures.

And if I study many languages, I can become a teacher too! So many possibilities... Right now, I'm dreaming of a new toy car, but I don't think I'll get one. My mom is working two shifts next week, but the money is still short. Maybe next year.

Calina Myriayev, from Uzbekistan.

My dream is to help sick people. I know I'm going to study very hard to go to medical school, and I'm starting it now. I read about new discoveries, I watch a lot of documentaries on TV and I search online for any new courses that are opening up. I'd like to be ready when it is my turn to go to college. I want to treat and help people, and I'm going to do it in areas where there are no doctors.

I live in a village far from downtown, and we couldn't get my dad a doctor when he was sick. I'm not going to lose people I love anymore. And I don't want other people to lose their loved ones because there are no doctors or treatment. At the moment, I'm researching into other places I could go to help people. I know I'm only 14, but I have to start soon.

Amman Mahed, from Turkey.

I always sing at school and at my family's parties. I dream of the day when I'm on stage singing for poor kids that can't afford a ticket to the opera. I study a lot, and I practice singing almost four hours a day. It's very hard work, but it's rewarding.

I have a dream that I'm going to help other kids that want to be singers too. Not many kids have the opportunity of going to a singing class, so I want to be their teacher. My plan is to ask my mom to use our spare room as a space for rehearsal. I'll decorate it very beautifully and I hope the kids will enjoy it. Maybe the Balik Sisters can come and visit me someday!

Aashi Rapajoulas, from India.

I love looking at the sky, and my big dream is to go to space. I dream of the day when I will go to NASA and see all those great space shuttles. Things can be a bit hard now, as I'm helping Mom and Dad with the chores and I don't have much free time.

I know that to make this dream come true I have to study very hard. I'm already studying and learning more about space every day, when I can have the oil lamp for myself. I like to know more about the stars, the Moon, the other planets, the Milky Way. There's so much out there to be discovered! I'm visiting the public library this weekend to see if there's something new about space. I dream of the day when my name will be in papers and magazines, with a picture of me inside a space shuttle in a NASA uniform. I'm going to live in another country and meet people from all over the world.

Accessed on January

While Reading

4 Complete the sentences with information from the personal narratives about the teens' dreams.

1 Caleb Smith is the author of the text.

2 Robert's dream is to be a taxi driver.

3 Calina is going to study to be a doctor.

4 Amman wants to teach poor kids to sing.

5 Aashi dreams of a magazine with her picture on it.

5 Read the text again and answer the questions.

1 Why is Robert not going to get a toy car?

Because money is short.

2 Is Robert going to learn many languages? Why?

Yes, because he wants to talk to the people that get in his taxi.

3 Why does Calina want to be a doctor?

Because she wants to help sick people in remote areas.

4 Where does Amman want to sing?

At the opera.

5 Does Aashi help around the house?

Yes, she does.

6 Where does Aashi go to find out more about space?

She goes to the library.

6 Who is more likely to...

a travel to different places? Calina

b see the stars? Aashi

c wear a costume? Amman

d fix a car? Robert

7 What can you infer about... Suggested answers.

a the size of Amman's house?

It's not a small house.

b Calina's father?

He passed away.

c electricity in Aashi's house?

There isn't electricity in her house.

d the number of siblings Robert has?

He has three siblings.

8 Find evidence in the blog post that supports your answers in activity 7 and underline it in the text.

9 What are they doing or going to do to make their dreams come true?

1 Robert is going to learn many languages.

2 Calina is going to study very hard to go to medical school.

3 Amman is studying a lot and practicing singing.

4 Aashi is studying and learning more about space.

10 Check the correct sentences according to the text.

a ☐ Stephen King said: "I have a dream."

b ☐ Caleb is not following his dreams.

c ☑ These kids have to plan and go after their dreams.

d ☐ Robert wants to help his dad and sisters.

e ☐ Calina lives downtown.

f ☑ Amman is planning to have a nice room to teach kids how to sing.

g ☑ Aashi wants to be a famous astronaut.

11 Choose the best option to replace the words in bold.

1 I'm dreaming of a new toy car, but I don't think I'll get **one**.

a ☑ a toy car

b ☐ a dream

2 I search online for any new courses that are **opening up**.

a ☐ finishing

b ☑ starting

3 I'm on stage singing for poor kids that **can't afford** a ticket to the opera.

a ☐ have enough money to buy

b ☑ do not have enough money to buy

4 There's so much **out there** to be discovered.

a ☐ in the world

b ☑ in space

5 I'm helping Mom and Dad with the **chores** and I don't have much free time.

a ☑ housework

b ☐ bills

After Reading

12 Are your dreams similar to the ones in the text? How? Open answers.

Workbook p. 38

LANGUAGE 2

1 Read the sentences from the text on page 32 and answer the questions.

1 I know I'm going to be a good driver.
2 I don't think I'll get one.
3 My mom is working two shifts next week.

a Which sentence is in the present continuous, but showing future arrangements? Sentence 3.

b In which sentence is the speaker sure about his future intentions? Sentence 1.

c In which sentence is the speaker not so sure about what is going to happen in the future? Sentence 2.

Will x *Going to* x Present Continuous for the Future

To talk about the future, it is possible to use **will**, **going to** or the **present continuous**. There are some differences, though.

When talking about plans or if there is evidence that something is going to happen, use **going to**.
I**'m not going to** lose people I love anymore.
Look at those clouds. It**'s going to** rain.

When talking about an **offer**, a **promise**, a **request** or a **decision** that was just made, use **will**.
I**'ll decorate** it very beautifully, and I hope the kids **will** enjoy it.

When talking about **arrangements**, use the **present continuous**.
I**'m visiting** the public library this weekend.

2 Read the text and underline examples of future tenses.

I'm Ollie and I will tell you one thing now: I am going out with my friends tonight! We are going to go to the movies to see the new Avengers movie. That's the plan as we are going to buy tickets online.

I will tell Mario all about it, as I promised him. He says he will help me with the tickets. He can't go to the movies with me because he is traveling with his family to Argentina today.

But I have to be back by 9 p.m. or my mom will ground me.

3 Organize the future sentences from activity 2 by their uses.

1 a plan
We are going to go to the movies.

2 the evidence
[...] we are going to buy tickets online.

3 an offer
He says he will help me with the tickets.

4 a promise
I will tell Mario all about it.
[...] my mom will ground me.

5 a decision that was just made
I will tell you one thing now.

6 an arrangement
[...] he is traveling with his family to Argentina today.
I am going out with my friends tonight!

4 Complete the sentences with the correct future tense of the verbs in parentheses.

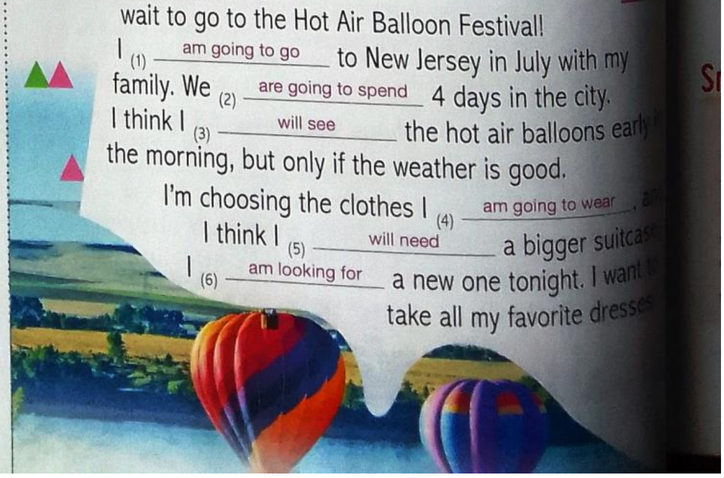
1 Johnny is going to go (go) to the market. We don't have any bread.
2 This Sunday, I am leaving (leave) the city.
3 Hannah isn't working (not work) this weekend.
4 Will Don and Danny take (take) their sister to the park? I can see her stroller at the door.
5 I will call (call) your parents if you don't stop throwing toys at your friends, Lily.
6 Are you going to take (take) an umbrella? It's going to rain.

5 Complete the text with the correct future tense of the verbs in the box.

go	look for	need	see	spend	wear

I'm Megan and I can't wait to go to the Hot Air Balloon Festival! I (1) am going to go to New Jersey in July with my family. We (2) are going to spend 4 days in the city. I think I (3) will see the hot air balloons earl the morning, but only if the weather is good.

I'm choosing the clothes I (4) am going to wear , a
I think I (5) will need a bigger suitcas
I (6) am looking for a new one tonight. I want
take all my favorite dress



6 **Choose the correct option to complete the sentences.**

1 I think ______ like this book. I know you don't like sci-fi.
   - a ☑ you won't
   - b ☐ you are going to

2 You ______ anyone at 10 a.m.
   - a ☐ will meet
   - b ☑ aren't meeting

3 Look at those dark clouds. It ______ rain.
   - a ☑ is going to
   - b ☐ will

4 This task is really difficult. ______ you help me?
   - a ☑ Will
   - b ☐ Are you going to

5 She doesn't know where she ______ go on holiday.
   - a ☐ going to
   - b ☑ will

7 **Write questions about the future following the instructions below.**

1 Ask about your friend's **plans** for the weekend. Use the verb **do**.
What are you going to do this weekend?

2 Ask about your friend's **decision** to **go** to the concert.
Will you go to the concert?

3 Ask about your friend's birthday **plans**. Use **where**.
Where are you going to be/go on your birthday?

4 Ask about your friend's dinner **time** tonight. Use the verb **have**.
What time are you having dinner tonight?

5 Ask your friend for some **help**.
Will you help me?

Snack Learning

Use **would like** to express desires.
I would like to be ready when it is my turn to go to college.
I wouldn't like to go to the movies with Sarah.
Would you **like** to call your sister now?
would like = 'd like

8 **What would you like to do? Write sentences that are true for you and justify them.** Open answers.

fly in a balloon ~~go horseback riding~~
live in a different city play the guitar
write a book

1 I wouldn't like to go horseback riding. I don't like horses.
2 ______
3 ______
4 ______
5 ______

Pronunciation

9 41 **Listen to the sentences and underline the option you hear.**

1 will / 'll / would / 'd
2 are / 're / will / 'll
3 is / 's / will / 'll
4 will / 'll / would / 'd
5 would / 'd / will / 'll
6 will / 'll / are / 're

10 42 **Listen again and practice.**

11 **Say the sentences below using the contracted forms.**

1 She will visit her friend soon.
2 We have tickets. We are going to see the concert on Saturday.
3 They are planning a vacation next month.
4 I would like to see the menu, please.
5 I will bring my dog, if that's OK.

12 43 **Now listen and practice.**

13 **Talk to a classmate.** Open answers.

1 What is something you would like to do after school?
2 Where are you going to go on your birthday?
3 Will you help your parents with the chores later today?
4 Are you traveling to the beach this weekend?

Workbook p. 38

WRITING

A Personal Narrative on a Blog

Before Writing

1 **Imagine Caleb Smith (the author of the blog on page 32) has invited you to contribute with a narrative about your dreams to be published on his blog. Plan the text. Think about the following:**

- your biggest dreams;
- your plan to make your dreams come true;
- how old, where and with whom you'll be when you fulfill your dreams.

Drafting

2 **Write a draft of your text.**

3 **Share your draft with a classmate and ask for his/her opinion. Make adjustments if necessary.**

Final Writing

4 **Write the final version of your text and share it with the whole class.**

INVESTIGATE

Most Some Few

_________ adults I know had their teenage dreams come true.

Collect Data

- Talk to some adults you know and get information about their dreams when they were teenagers.
- Ask them what his/her dream was and if the dream came true.
- While you are talking to the person, ask for details about the dream. Write down any relevant information.
- Organize your findings in a chart.

Name	Dream	Did it come true? If so, how old were they when it happened?

Analyze the Data

- How many people did you interview?
- How many dreams came true?
- How old were the people when their dreams came true?

Draw a Conclusion

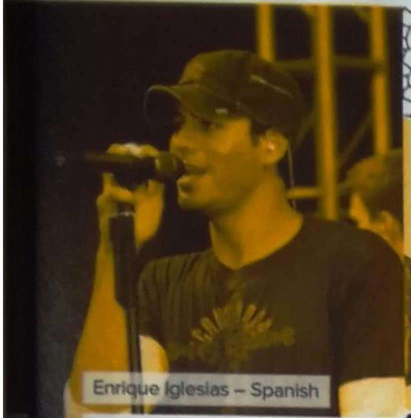
_________ adults I know had their teenage dreams come true.

1 **Reflect on your conclusion and discuss.**

1 Are you surprised by the results? Why?
2 Which dream was the most surprising? Why?
3 Do you think teenagers' dreams change from one generation to another? Why?
4 Why do you think some people's dreams might change during life?

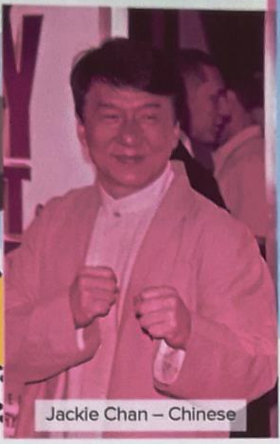
LOCAL AND GLOBAL

1 **Read the captions and answer the questions.** Open answers.


Enrique Iglesias – Spanish

Enrique Iglesias was born in Madrid, Spain. He moved to Miami when he was 9 years old. He learned Spanish first, but he also learned to speak English when he was young.

Jackie Chan was born in Hong Kong. He was a popular actor in China long before he found fame in the United States.


Jackie Chan – Chinese

Gisele Bündchen – Portuguese

Gisele was born in Brazil and is a famous top model. She moved to the United States when she was 16 years old and didn't speak any English back then.

Novak was born in Serbia. He is a professional tennis player and can speak English, German, Italian and Serbian.

Novak Djokovic – Serbian

1 Do you know any other people that learned English as a second language?
2 Do you think that learning another language can help people achieve their dreams? How?

2 **Research and take notes.** Open answers.

1 When would people need to speak English to fulfill their dreams?
2 Is English important only for people to achieve their dreams in their own country?

3 **Think about your own dream.** Open answers.

1 Is learning English important to help you realize your dream?
2 What can you do to improve your English and help you make your dream come true?
3 Do you think learning other languages would help your dream come true? Are you going to learn them too? Which languages?

IMAGINE

Imagine giving up on your dream.

👍 ❤ 😀 😮 😕 😡

1 **Research into the concept. Bring your research to be discussed in class.**

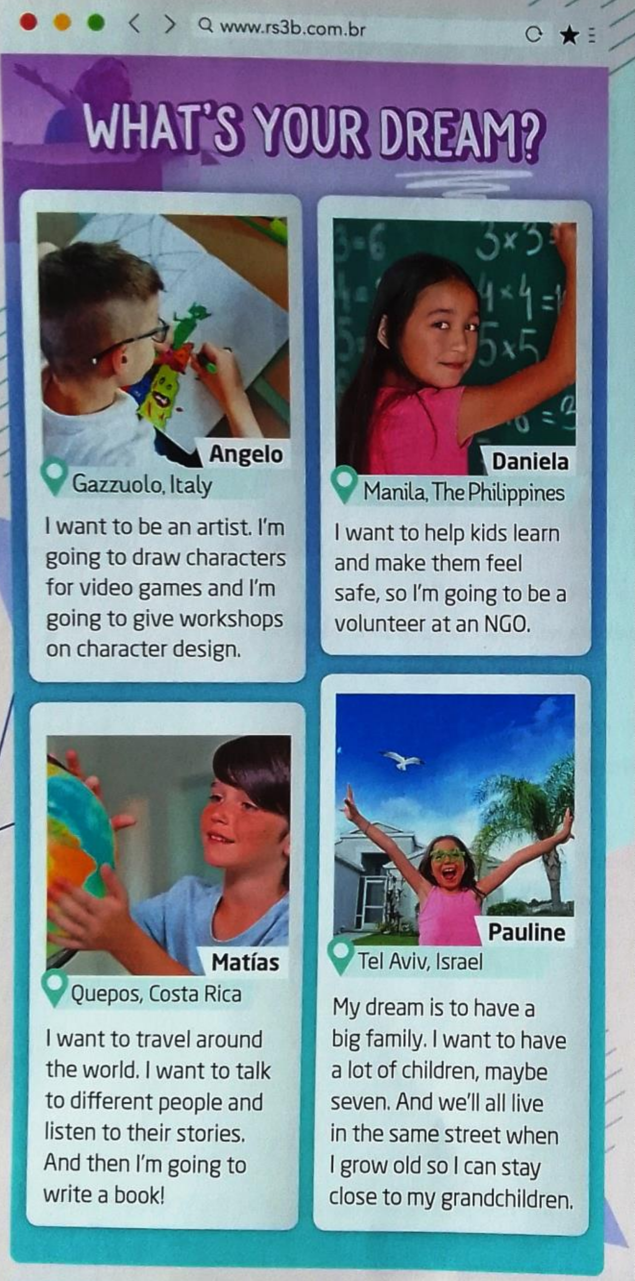
2 **Read the article. Then discuss with a classmate.** Open answers.

1 Do you feel it is OK to give up on a dream? Why?
2 In your opinion, when should people give up on a dream?
3 Can you remember a dream you had and that you already gave up on?

RTV

Workbook 6

1 **Read the blog post. Then look at the icons and write the corresponding person's name and his/her dream.**



WHAT'S YOUR DREAM?

Angelo
Gazzuolo, Italy

I want to be an artist. I'm going to draw characters for video games and I'm going to give workshops on character design.

Daniela
Manila, The Philippines

I want to help kids learn and make them feel safe, so I'm going to be a volunteer at an NGO.

Matías
Quepos, Costa Rica

I want to travel around the world. I want to talk to different people and listen to their stories. And then I'm going to write a book!

Pauline
Tel Aviv, Israel

My dream is to have a big family. I want to have a lot of children, maybe seven. And we'll all live in the same street when I grow old so I can stay close to my grandchildren.

1 Daniela, be a volunteer at an NGO.
2 Matías, write a book.
3 Pauline, have a big family.
4 Angelo, be an artist.

2 **Read the blog post in activity 1 again and answer the questions.**

1 How many children is Pauline going to have?
Maybe seven.
2 Why is Matías going to travel around the world?
Because he wants to talk to different people and listen to their stories.
3 What are Angelo's workshops going to be about?
Character design.
4 Why does Daniela dream of working for an NGO?
Because she wants to help kids learn and make them feel safe.

3 **Use the texts in the blog as a model and write a paragraph about your dreams.** Open answers.

4 **Match the underlined words and expressions to their opposite ideas.**

1 Have sweet dreams. See you tomorrow.
2 **A:** I'm going to be the most famous person in the world!
B: Yes, dream on!
3 What? Ask her for money? I wouldn't dream of it!
4 Don't just sit there and wait for your life to happe
Chase your dreams!
5 I'm learning to speak English because it's my lifelong goal to be a fluent speaker.
6 I'm in the Olympic team! It's a dream come true.

a 6 disappointment
b 4 give up on
c 1 nightmares
d 3 OK
e 2 sure
f 5 temporary

5 Look at Louis' schedule this week. Then complete the conversation using an appropriate future tense and the verbs in parentheses or the verbs in the schedule.

Monday

9 a.m. *breakfast with Kyle*

Tuesday

11 a.m. *call Mo Ling*

1 p.m. *lunch with Mom and Dad*

Wednesday

2:30 p.m. *take Spanish exam*

Valerie So, what's the plan? (1) Are we going to meet Louis? (meet)

Linda I don't think so. I have his schedule here. Let's see what he (2) is going to do/ will do. (do)

Valerie What about 9 a.m.?

Linda No, he can't. He (3) is having breakfast with Kyle.

Valerie And at 11 a.m. on Tuesday?

Linda He (4) is calling Mo Ling.

Valerie Hmm... Lunchtime?

Linda Nope. He (5) is having lunch with his mom and dad.

Valerie Oh. What about Wednesday?

Linda He (6) is taking a Spanish exam at 2:30 p.m.

Valerie Busy day. You know what? I (7) will call him right now. (call)

6 Match the sentences from the dialogue in activity 5 with their use. Not all uses appear in the dialogue.

a a decision that was just made: 2, 7

b a plan: 1

c a promise: ______

d a request: ______

e an arrangement: 3, 4, 5, 6

f an offer: ______

7 Fill in the gaps with the correct future tense of the verbs in the box.

bring call get meet read see

1 I'm feeling a bit sick. I am going to see a doctor.

2 Hans has a date this weekend. He is meeting Wendy.

3 Mr. Smith called, but I couldn't answer. I will call him when I get home.

4 Sonya is bringing iced tea this afternoon for our coffee break.

5 Let me turn on the lights. I am going to read for a little bit.

6 Carol is thirsty. I will get her some water.

8 Write questions with *would like* to complete the dialogues. Suggested answers.

a **A:** Hi, Greg, what's up?

B: Hi, Ray. Would you like to go to the movies?

A: Sure! I really want to see *The Avengers*. Let's go!

b **A:** I'm so thirsty.

B: Would you like some (orange) juice?

A: Juice, that would be great. Thanks!

c **A:** I can't understand this chapter...

B: Do you need help? Would you like to study tonight?

A: Sounds like a plan. See you tonight.

d **A:** I can't believe the concert is tomorrow and I can't get the tickets online.

B: Why not?

A: My computer is not working!

B: Would you like to use my computer?

e **A:** What are you doing this Saturday?

B: No plans, why?

A: Would you like to cook dinner for the family?

B: Cook for the family? I'm in!

9 Answer the questions with information about yourself. What would you like... Open answers.

a to do when you are 18?

______

b to eat for lunch tomorrow?

______

c to watch on TV?

______

d to tell a friend?

______

Extension

Review 6

1 Complete the sentences with the words/phrases in the box.

childhood dream come true realize
sweet wouldn't dream of

1 I'm working at this amazing studio. It's like a dream come true.

2 Every night when I go to bed, my mom says, "Have sweet dreams."

3 I don't think I'll realize my dream. I failed my college entrance exam.

4 I wouldn't dream of moving to another country. I love being close to my family.

5 Going to Greece was a childhood dream. I'm so glad I'm here.

2 Spot the mistakes and correct the sentences.

1 It's cold here, I won't turn on the air conditioner.
I'm not going to turn on the air conditioner.

2 I can't decide. Hmm, I'm going to have the chicken.
I will have the chicken.

3 Karen can't ride a bike. I think she is falling.
I think she is going to fall.

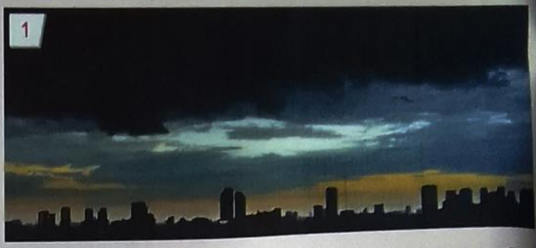
4 I'll like to have some pasta tonight.
I would like to have some pasta tonight.

3 Choose the correct verbs to complete the text. Then write complete sentences with *will*, *going to* or the present continuous for the future.

Alicia is now organizing the kitchen. She (1) is going to make/is making (mix / make) many cakes later today. Holiday season starts next week, and the kids (2) will probably be (be / there be) at home all day. That's why Alicia (3) is going to bake/is baking (cook / bake) so many cakes; she wants to have them ready when the parents call her. She (4) will probably be (be / live) very tired after working so hard, but she needs to know that she (5) will have (cook / have) cakes for all the families. Some of the parents (6) are going to get/are getting (arrive / get) their cakes tomorrow.

4 Look at the images and complete the dialogues with the correct future tense of the verbs in parentheses.

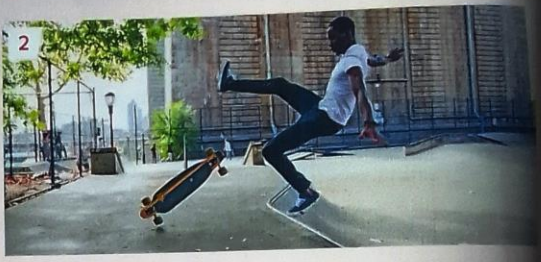
1



A: I'd like to go to the park today. What do you say?

B: I don't know. Look at the sky. It is going to rain. (rain)

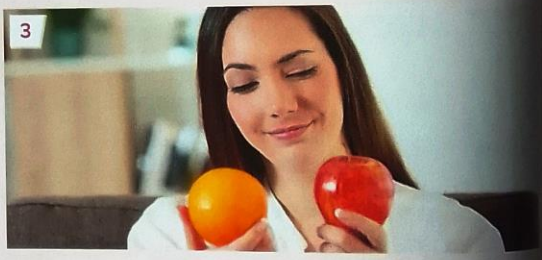
2



A: Jacob just got his skateboard. I don't think he can ride it.

B: No, he can't! Look, he is going to fall. (fall)

3



A: What's wrong, Lucy?

B: I'm not sure what to eat. I guess I will have the apple. (have)

4

A: OK, so the meeting is happening on Monday. (happe

B: Yes, Monday morning.

Video Bionic Boots

1 Watch the video and number the sentences according to the order they are mentioned in it. Then write who says the lines: Narrator (N), Justin (J) or Keahi (K).

a 6 K And let me show you how it's done.
b 1 N Keahi has made special boots that could make people into superheroes.
c 2 K Welcome to my workshop, where it all happens.
d 4 J So, the lighter the boot, the faster you can go?
e 5 N He thinks his bionic boots are better than bicycles because they are faster and easier to carry around.
f 3 N Keahi has done lots of work to make special shoes that make him run like an animal, but he's always trying to improve them.

2 Answer the questions about the video.

1 What does Justin mean by saying "I'm going where I've never gone before... the future."?
It means he is going to experience something innovative that is going to transform the future in some way.

2 Why did Keahi decide to make bionic boots?
When he was young, he wished he could run like a kangaroo or an ostrich, and he wanted to make his dream come true.

3 According to Keahi, what is the advantage of the bionic boots over the bicycle?
Besides being faster and easier to carry around, bionic boots help Keahi get through lanes with quicker and more precise movements.

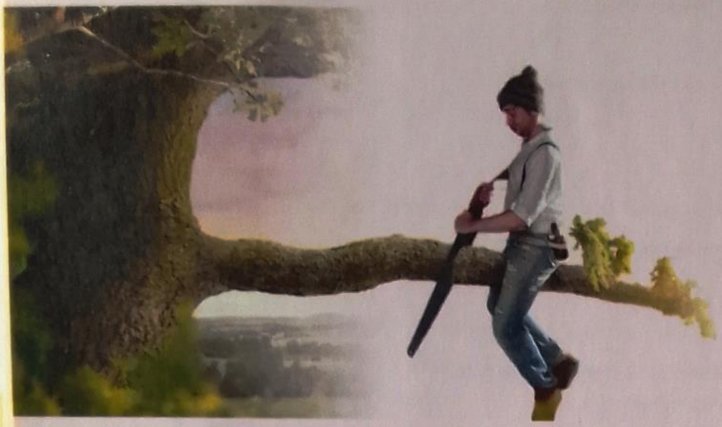
4 Did Justin manage to use the bionic boots? How did he do?
Yes, he did. He had difficulties in the beginning, but he could use them after practicing a bit.

3 Watch the video again and role-play the movie extract.
Open answers.

4 Project Time! Follow your teacher's instructions and do as proposed.
Open answers.

CLIL What Happens If I Fall? (The Economics of Life)

1 **Look at the picture below and discuss the questions.** Open answers.



1. What is the boy doing?
2. Is he paying enough attention to his activity? What could happen as a consequence?
3. Is he in danger?
4. What would you say to him?
5. How could he avoid the risk?
6. Can you learn something from his mistake?

2 **Read the text and guess the meaning of the words in bold. Then check them in a dictionary.** Open answers.

Oops! I slipped up!

We are all humans and we are likely to make **mistakes**. It's a fact: nobody is perfect! **Slipups** are those apparently insignificant mistakes, but we need to be careful because **consequences** may arise from them and go beyond our control.

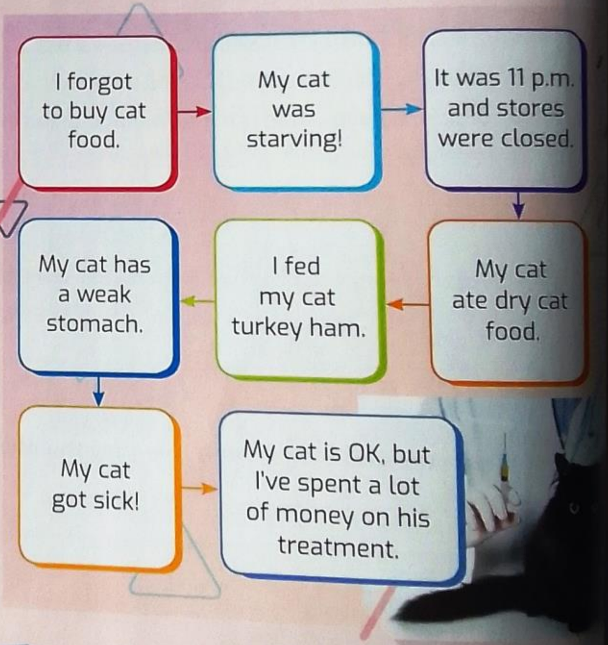
Slipups happen when we are not paying enough **attention** to what we are doing. If we are distracted and act automatically, with our head in the clouds, chances of slipping up increase greatly. But is a slipup really unimportant? You might put yourself and others at risk! Material losses, damage to the environment and **casualties** have occurred as a result of silly mistakes.

Slipups may occur in any attempt to do something, and there is a lot to learn from them. The best we can do is pay attention and try to avoid them. This does not mean that you should stop trying to **achieve** your goals!

	Mistakes	Slipups	Consequences
My Guess			
Dictionary			

	Attention	Casualties	Achieve
My Guess			
Dictionary			

3 **Draw in your notebook a process chart about a small mistake that you have made and what happened as a result. Write a conclusion to it. See the example below.** Open answers.

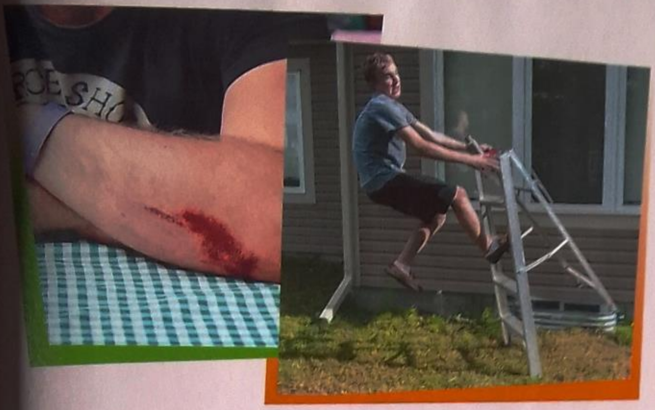


I forgot to buy cat food. → My cat was starving! → It was 11 p.m. and stores were closed. → My cat ate dry cat food. → I fed my cat turkey ham. → My cat has a weak stomach. → My cat got sick! → My cat is OK, but I've spent a lot of money on his treatment.

4 **Confess your slipup!** Open answers.

- Form a group of three and present your process chart. Include how you felt then and now.
- Discuss everybody's work.
- Choose the worst slipup.
- Present it to your class.
- Vote for the worst slipup of the class.

5 **Look at the images and answer the questions below. Discuss with a classmate. Write a summary of your ideas.** Open answers.



1 What was the boy's intention?
2 What went wrong?
3 What is going to happen?
4 What could the consequences be?

6 **Read the text and identify the two specific moments in which the writer expresses pain. Then give your opinion about each one of them.**

OUCH!!!

OK. First of all, a fall hurts. It hurts a lot! Most of the time you can take care of a wound at home and just wait for it to heal. But what if you need to be taken to a doctor or to an emergency room in a hospital? Money must be spent, an amount that perhaps was set aside for another purpose.

It is advisable to save some money for emergencies, but many people won't or can't do this. What happens then, especially if you need further health care or treatments after your fall? Once again, ooouuuch!

Accidents happen, and nobody in this world is absolutely safe. However, many accidents can be avoided if we pay attention to what we are doing and to what is happening around us. Distractions are everywhere, but we are able to stay focused and take care of ourselves.

FIRST OUCH MOMENT

It is indicated by the title "Ouch!!!" and the part in which the author mentions falling.

SECOND OUCH MOMENT

It is indicated when the author mentions suffering an accident and spending money on medical treatment.

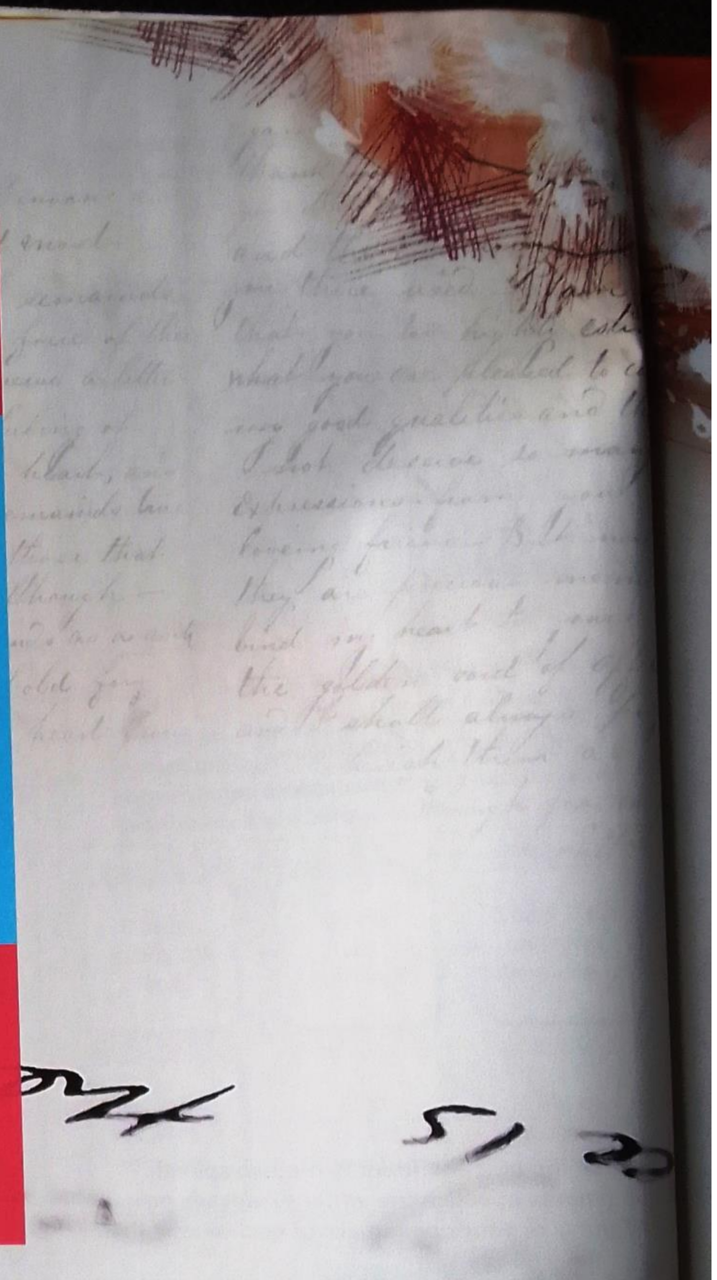
7 **In your notebook, create a chart talking about the good and bad aspects of an ouch moment.**

8 **Do you have a visible scar from a fall? Talk about it with two classmates. Use these questions to help you.**

- What happened? Whose fault was it?
- What were you doing?
- Did you need medical care?
- How much did it cost?
- Did you learn something from the experience?
- Did your behavior change?

7

FROM COVER TO COVER



OBJECTIVES:

- Talk about literary genres and different types of book.
- Learn about the book publishing process.
- Understand the main characteristics of a literary text.
- Express opinions about a book.
- Give details about people, things and places.
- Write a fictional short story.
- Investigate teenagers' reading habits.
- Research into books that can be obtained online legally and for free.
- Learn about books that are worth millions of dollars.

Read the questions and discuss.

1 How often do you read books? Why?
2 What type(s) of book do you prefer to read?
3 What are the characteristics of a bestseller?
4 Would you read a book just because it is a bestseller?

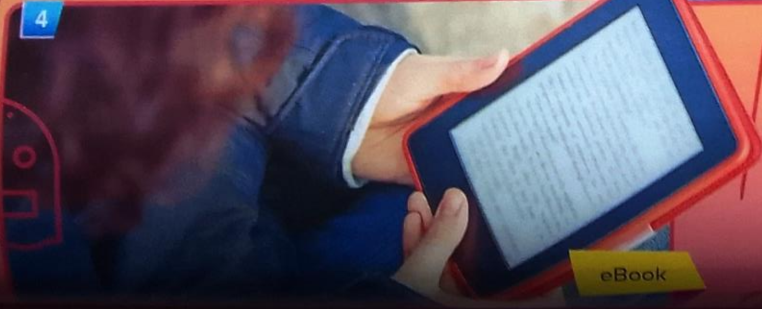
For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 22).

Richmond

FIRST MOVE

2
Audio book

3
Picture book



5
Comic book

FIRST MOVE

1 Look at the images of different types of book on page 46 and answer the questions. Open answers.

1 Which of these types of book do you usually read/listen to?

2 Which one do you prefer? Why?

2 What are the advantages of each of these types of book? Open answers.

3 Watch a video about a man who wrote a book and answer the questions.

1 Which of the images on page 46 best illustrates Chris's book? Image 5.

2 What type of character did he create? A super hero.

3 Who's helping Chris with the illustrations for his book? His father.

4 Watch the video again and complete each sentence with two words.

1 The name of the character Chris created is The Protector.

2 Thor works at a comic book store.

3 Chris's father is a graphic artist.

4 Chris always dreamed of making a comic book with his father.

5 Chris decided to make a short film to show how amazing his character was.

6 Thor decided to make Chris's production the book of the week.

5 Discuss the questions with a classmate. Open answers.

1 Do you think Chris's dream has any relation to his father's occupation?

2 Do you think he would be able to make his dream come true without his father's cooperation? Why?

3 Would you like to read Chris's comic book? Why?

React!

6 Write a comment about the video. Open answers.

TheShyReader His story gives me hope that one day my stories will be published too. But I guess I need to find out who I can talk to.

SuperMe It's super cool to see his dad helping him!

ArcticFox14 Dunno... The Protector reminds me of a very famous hero...

POST

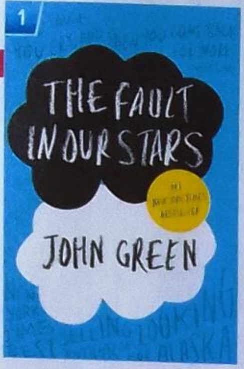
I Wonder

7 Write a question about the process of producing books independently. Then look for the answer. Open answers.

♥ 99 Great! 99 Interact

LANGUAGE 1

1 **What is the genre of these books? Check the best option.**

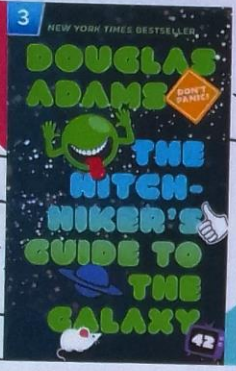
1

THE FAULT IN OUR STARS
JOHN GREEN

a ☐ Fairy tale
b ☑ Realistic fiction

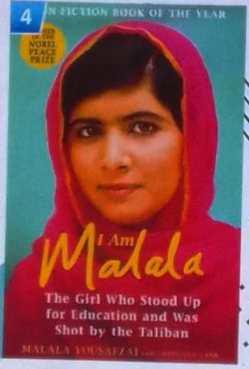
2

Extraordinary #1 NEW YORK TIMES Bestseller
NOW A MAJOR MOTION PICTURE
THE BOOK THIEF
MARKUS ZUSAK

a ☑ Historical fiction
b ☐ Humor

3

NEW YORK TIMES BESTSELLER
DOUGLAS ADAMS
DON'T PANIC!
THE HITCHHIKER'S GUIDE TO THE GALAXY
42

a ☑ Science fiction
b ☐ Horror

4

I Am Malala
The Girl Who Stood Up for Education and Was Shot by the Taliban
MALALA YOUSAFZAI

a ☐ Chivalry
b ☑ Biography

2 **Erin and Felix met outside the library. Complete their dialogue with the words from the box.**

fantasy graphic novel horror mystery

Erin: Hey, Felix, can I ask you a question for my research?

Felix: Sure! Shoot!

Erin: What are you reading at the moment?

Felix: I'm reading a (1) graphic novel with beautiful illustrations. It's a (2) fantasy story with incredible creatures! And what are you reading?

Erin: I'm reading a (3) mystery book about a detective who solves crimes in the 1950s. Before it, I tried a (4) horror book, but I couldn't finish it! It was too scary!

Buzzwords "Say it!".

*"Sure! **Shoot!**"*
What does "Shoot!" mean in this context? Look it up.

3 **Complete the sentences with information about yourself.** Open answers.

1 My favorite type of book is _______ because _______________________.

2 I'm not a big fan of _______ books because _______________________.

3 When I read _______ books, I feel _______________________.

4 _______ books are better than _______ books because _______________________.

4 **Complete the steps of the book publishing process with words/expressions from the box.**

designer digital resource manager
final manuscript misprints
photo researcher proofreads
publishing editor translator writer

a ☐3 The author rewrites the necessary parts and the editor proofreads the book.

b ☐8 If the book is a success, a translator will translate it into a different language and the whole process starts again.

c ☐2 The publishing editor reads the proposal and decides if the book will be published.

d ☐1 The writer develops an idea for a book and submits it to the publisher.

e ☐5 The designer works on the layout and the photo researcher finds the images that wi be part of the book.

f ☐6 The book goes to print. It must be checked for any misprints before it is launche

g ☐4 The final manuscript is reviewed to check fo mistakes.

h ☐7 The digital resource manager takes care of the dig content of the book.

5 **Number the steps in activity 4 according to the order in which they happen.**

LISTENING AND SPEAKING

1 What's your favorite book? Why do you like it? Open answers.

2 44 Listen to a podcast about the book *Wonder* and answer the questions.

1 What is the genre of the book?

a ☐ Fantasy
b ☑ Realistic fiction
c ☐ Science fiction
d ☐ Biography

2 What is the book about?

It is about a boy who has a facial deformity and the difficulties he faces in his life.

3 45 Listen to the podcast again and correct the sentences accordingly.

1 Auggie is rude to other people.

Auggie is kind and has good personal qualities.

2 The kids do not like Olivia because she is a complex character.

The kids have mixed feelings about Olivia because she is a complex character.

3 They would recommend the book to people who are nice to everybody.

They would recommend the book to people who are not nice to the ones who are different from them.

4 Check the best options. More than one can be checked in each item.

1 What is the objective of the podcast?

a ☐ To tell the whole story of the book *Wonder*.
b ☑ To make a review about the book.
c ☐ To discuss why the book is a success.
d ☑ To recommend the book.

2 What can we do when making a book review?

a ☐ Tell the whole story of the book.
b ☑ Summarize the story.
c ☐ Tell the end of the story.
d ☑ Give background information about the book.
e ☑ Give opinions about the book.
f ☑ Recommend the book.

5 Do you know the book *Wonder*? If so, do you agree with the review? If not, would you like to read it? Open answers.

Pronunciation

6 46 Listen to the sentences. Is the word "complex" pronounced the same way in all of them? No

The kids don't like Olivia because she is a **complex** character.

My friend has a superiority **complex**.

7 Why do you think this happens?

7. Suggested answer: In the first case, "complex" is an adjective, whereas in the second, it is a noun. Sometimes, the pronunciation of a word changes depending on its role in the sentence.

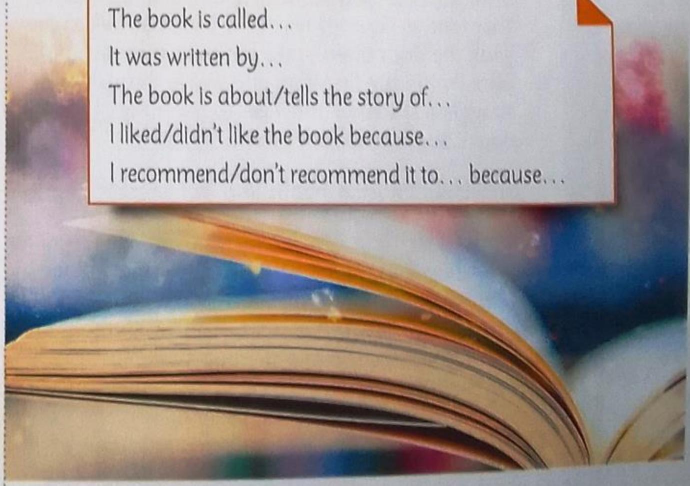
8 Read the sentences. Write V if the word in bold is a verb, N if it is a noun or A if it is an adjective.

1 N That's a **rewrite** of an old song.
2 V She needs to **rewrite** her story.
3 A I really love this book, it's **perfect**!
4 V I have to **perfect** my story if I want it to be published.
5 N There is a **misprint** in the article.
6 V Sometimes the authors **misprint** words.

9 47 Listen to the sentences in activity 8 and underline the stressed syllable in the words in bold.

10 Practice saying the sentences in activity 8.

11 Prepare a review about a book you have read. Use the sentences from the box to help you.



The book is called…
It was written by…
The book is about/tells the story of…
I liked/didn't like the book because…
I recommend/don't recommend it to… because…

12 Make an audio recording of your book review and share it with the rest of the class.

READING

Before Reading

1 **Look at the text in activity 3. What kind of text is it? Circle the correct option.**

a A piece of news.

[✓ b] A literary text.

c A page in a school book.

d An encyclopedia entry.

2 **Which of these characteristics are typical in this type of text?**

a ☑ Narration.

b ☑ Descriptions.

c ☐ Factual information.

d ☑ Use of words with artistic objectives.

e ☐ Practical tips for the reader.

f ☐ Focus on statistics.

g ☑ Focus on the characters' feelings.

h ☑ Events imagined by the author.

3 **Read the title of the book. What do you think the story is about?**
Open answers.

One of Us Is Lying

by Karen M. McManus

Sirens blare in the distance as Mr. Avery and two other teachers race in with Bronwyn trailing behind them on her phone. "We can't find his EpiPen," Nate says tersely, gesturing to the pile of Simon's things.

Mr. Avery stares at Simon in slack-jawed horror for a second, then turns to me. "Cooper, the nurse's office has EpiPens. They should be labeled in plain sight. *Hurry!*"

I run into the hallway, hearing footsteps behind me that fade as I quickly reach the back stairwell and yank the door open. I take the stairs three at a time until I'm on the first floor and weave through a few straggling students until I get to the nurse's office. The door's ajar, but nobody's there.

It's a cramped little space with the exam table up against the windows and a big gray storage cabinet looming to my left. I scan the room, my eyes landing on two wall-mounted white boxes with red block lettering. One reads EMERGENCY DEFIBRILLATOR, the other EMERGENCY EPINEPHRINE. I fumble at the latch on the second one and pull it open.

There's nothing inside.

I open the other box, which has a plastic device with a picture of a heart. I'm pretty sure that's not it, so I start rummaging through the gray storage cabinet, pulling out boxes of bandages and aspirin. I don't see anything that looks like a pen.

"Cooper, did you find them?" Ms. Grayson, one of the teachers who'd entered the lab with Mr. Avery and Bronwyn, barrels into the room. She's panting hard and clutching her side.

I gesture toward the empty wall-mounted box. "They should be there, right? But they're not."

"Check the supply cabinet," Ms. Grayson says, ignoring the Band-Aid boxes scattered across the floor that prove that I've already tried. Another teacher joins us and we tear the office apart as the sound of sirens gets closer. When we've opened the last cabinet, Ms. Grayson wipes a trickle of sweat from her forehead with the back of her hand. "Cooper, let Mr. Avery know we haven't found anything yet. Mr. Contos and I will keep looking."

I get to Mr. Avery's lab the same time the paramedics do. There are three of them in navy uniforms, two pushing a long white stretcher, one racing ahead to clear the small crowd that's gathered around the door. I wait until they're all inside and slip in behind them. Mr. Avery's slumped next to the chalkboard, his yellow dress shirt untucked. "We couldn't find the pens," I tell him.

While Reading

4 **Read the text and check your predictions.**

5 **Label the images with words from the text.**

EpiPen/epinephrine (pen)

defibrillator

siren

cabinet

stretcher

bandages

6 **Write the name of the character who does each action.**

1 Simon needs some medicine immediately.

2 Nate says they could not find the EpiPen in Simon's things.

3 Mr. Avery tells Cooper to look for the EpiPen in the nurse's office.

4 Bronwyn follows the teachers while using the phone.

5 Cooper is the first to go to the nurse's office.

6 Mr. Contos is the third person to arrive at the nurse's office.

7 Ms. Grayson tells Cooper to go back and tell Mr. Avery that they could not find the EpiPen.

7 **Number the events in the order they happen.**

a 2 The teachers arrive and see Simon.
b 6 The paramedics arrive.
c 4 Ms. Grayson goes to the nurse's office.
d 1 Simon gets sick.
e 3 Cooper runs to the nurse's office.
f 5 Mr. Contos goes to the nurse's office.

8 **Answer the questions according to the text.**

1 At the beginning of the text, is the ambulance already on its way? How do you know?

Yes, because the narrator can hear sirens.

2 What is there in the emergency epinephrine box?

There is nothing. The box is empty.

3 What happened to all the epinephrine pens?

They disappeared.

9 **How would you classify *One of Us Is Lying*?**

a ☐ A fantasy book.
b ☐ An adventure book.
c ☑ A mystery book.

10 **How would this text be different if it was a piece of news?**

Suggested answers: The text would be more objective. There would be factual information, complete names, ages etc. There could be quotations from witnesses.

After Reading

11 **Discuss the questions with a classmate.**

1 What type of medicine is an epinephrine pen?
It is an emergency medicine used to treat strong allergic reactions.
2 What is probably happening to Simon?
He is probably having an allergic reaction.
3 Why is everybody so desperate to find an epinephrine pen? Because if they do not act quickly, the allergic reaction may kill Simon.
4 Why do you think all the epinephrine pens disappeared? Open answers.
5 Do you think the paramedics will save Simon?
Open answers.
6 Would you like to read the rest of the story? Why?
Open answers.

Workbook p. 56

LANGUAGE 2

1 **Match the sentence halves according to the story on page 50.**

1 I run into the hallway, hearing footsteps...
2 I open the box...
3 One of the teachers...

a [2] **which** has a plastic device with a picture of a heart.
b [1] **that** fade as I quickly reach the back stairwell.
c [3] **who**'d entered the lab [...] barrels into the room.

2 **Look at the words in bold in activity 1 and follow the instructions.**

1 Circle the words they refer to.
2 Do they refer to people or things? Complete the chart.

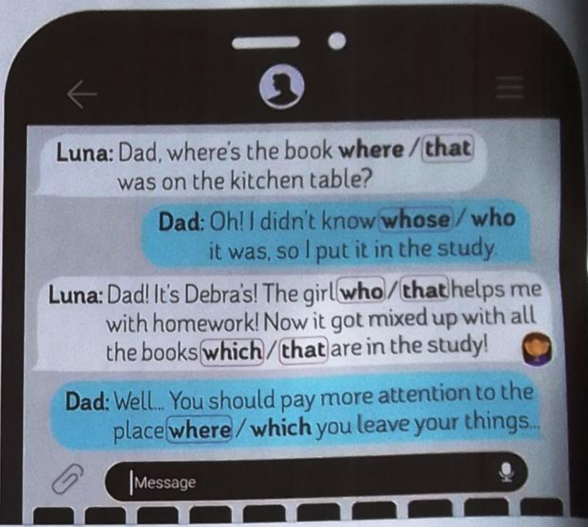
People	Things
who	which that

Relative Pronouns

- The teacher **who** arrived first was very worried.
- The medicine **which** could save Simon disappeared.
- The ambulance **that** arrived brought three paramedics.
- The paramedics asked a boy **that** was crying to calm down.
- This is the place **where** the medicine should be.
- I talked to the boy **whose** friend was feeling sick.

The words in bold are **relative pronouns**. They are used to introduce a **relative clause** and give more information about someone or something. The relative pronoun we use depends on what we are talking about.
Who refers to **people**.
Which refers to **animals** or **things**.
That refers to **people, animals** or **things**.
Where refers to **places**.
Whose refers to **possessions**.

3 **Read the messages and circle the correct options. Sometimes more than one answer is possible.**



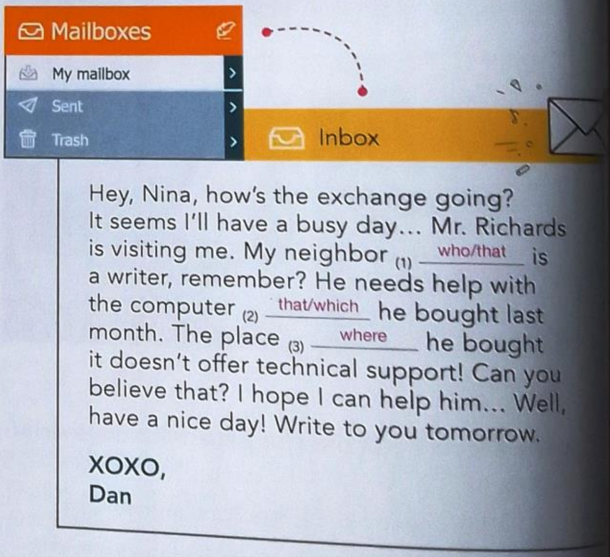
Luna: Dad, where's the book **where** / [✓ **that**] was on the kitchen table?

Dad: Oh! I didn't know [✓ **whose**] / **who** it was, so I put it in the study.

Luna: Dad! It's Debra's! The girl [✓ **who**] / [✓ **that**] helps me with homework! Now it got mixed up with all the books [✓ **which**] / [✓ **that**] are in the study!

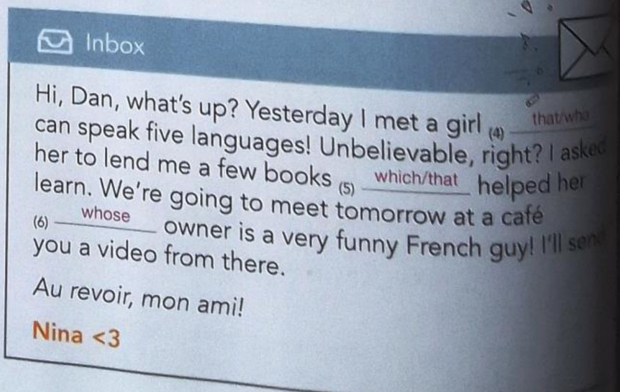
Dad: Well... You should pay more attention to the place [✓ **where**] / **which** you leave your things...

4 **Complete the e-mails with relative pronouns. Sometimes more than one pronoun is possible.**



Hey, Nina, how's the exchange going?
It seems I'll have a busy day... Mr. Richards is visiting me. My neighbor (1) who/that is a writer, remember? He needs help with the computer (2) that/which he bought last month. The place (3) where he bought it doesn't offer technical support! Can you believe that? I hope I can help him... Well, have a nice day! Write to you tomorrow.

XOXO,
Dan



Hi, Dan, what's up? Yesterday I met a girl (4) that/who can speak five languages! Unbelievable, right? I aske her to lend me a few books (5) which/that helped her learn. We're going to meet tomorrow at a café (6) whose owner is a very funny French guy! I'll sen you a video from there.

Au revoir, mon ami!

Nina <3

5 **Write sentences about the images. Use the words given and an appropriate relative pronoun. Follow the example.** Suggested answers.

1

girl/injured/hospital

The girl who was injured in the accident is in hospital.

2

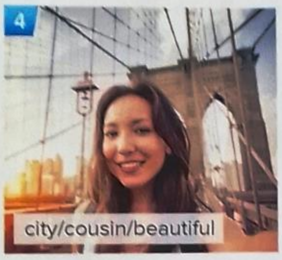
customer/impolite/ apologized

The customer who/that was impolite apologized to the waitress.

3

smartphone/stolen/found

The smartphone that/which was stolen was found on a bench.

4


The city where my cousin was is very beautiful.

6 **Write questions using relative pronouns. Follow the example.** Open answers.

1 Who: Do you have a friend who lives in another city?
2 That: ____________
3 Which: ____________
4 Where: ____________
5 Whose: ____________

7 **Use the questions from activity 6 to interview a classmate.** Open answers.

Snack Learning

1 The boy **who/that arrived late** doesn't know what happened.
2 Marcus, **who arrived late**, doesn't know what happened.

Defining relative clauses are essential for a sentence because they define who or what it refers to. If we remove the relative clause in sentence 1, it is not clear who the boy is.
Non-defining relative clauses provide extra information about something or someone. If we remove the relative clause in sentence 2, we still know it refers to Marcus.
We can only use "that" in defining clauses.

8 **Check the sentences whose relative clause can be removed without change in meaning.**

1 ☐ Leah's sister **who/that lives in the countryside** is coming for dinner.
2 ☑ Leah's sister, **who lives in the countryside**, is coming for dinner.
3 ☐ The book **which/that Tom's girlfriend recommended** is great!
4 ☑ The book, **which Tom's girlfriend recommended**, is great!

9. Suggested answers: Sentence 1 implies that Leah has more than one sister and that one of them is coming for dinner (the one who lives in the countryside). If the relative clause is removed, the sentence will imply that Leah has only one sister. If the relative clause in sentence 3 is removed, it will not be clear which book the sentence refers to.

9 **Discuss with a classmate: how would the meaning of the sentences not checked in activity 8 change without the relative clause?**

10 **Complete the book review with the information from the box and an appropriate relative pronoun.**

The Hitchhiker's Guide to the Galaxy was written by Douglas Adams.
Being funny is an important characteristic for me.
Marvin is a depressed robot.
The film was based on the book.

The Hitchhiker's Guide to the Galaxy, (1) which was written by Douglas Adams, is a book that I always recommend. I like it because it is funny, (2) which is an important characteristic for me. My favorite character is Marvin, (3) who/which is a depressed robot. The film (4) which/that was based on the book is also interesting, but I still prefer the book.

rated it ★★★★★ LIKE

11 **Use the review in activity 10 as a model to write a review about a book you have read. Use relative clauses.** Open answers.

rated it ☆☆☆☆☆ LIKE

Workbook p. 56

WRITING

Writing a Fictional Short Story

Before Writing

1 **Plan your story.**

1 Who are your characters? It is easier if you do not create too many characters.

2 What is the plot going to be like? Think of the events and their sequence.

3 What are you going to include in the first paragraph? Try to catch the reader's attention with something unexpected.

4 How many details are you going to include? Be concise, a short story does not need a lot of description.

5 Make sure the story has a climax.

6 How are you going to end your story?

7 What emotions are you going to evoke in the reader?

Drafting

2 **Write a draft of your text.**

3 **Show your story to a classmate and ask for his/her opinion. Make adjustments, if necessary.**

Final Writing

4 **Write the final version of your short story and share it with the whole class.**

Makerspace p. 60

INVESTIGATE

The students in my class read an average of
__________ books a year.

Collect Data

- Interview your classmates.
- Complete the chart below with the information collected.
- Remember to include your own answers.

Number of students interviewed	
Number of books read last year (total)	
Average number of books read per student	
Types of book read	
Number of books chosen by students	
Number of books assigned by teachers	

Analyze the Data

- What is the average number of books read by the group
- What type of book is the most popular in the group?
- How similar are the books chosen by students and the ones assigned by teachers?

Draw a Conclusion

The students in my class read an average of
__________ books a year.

1 **Reflect on your conclusions and discuss.** Open a

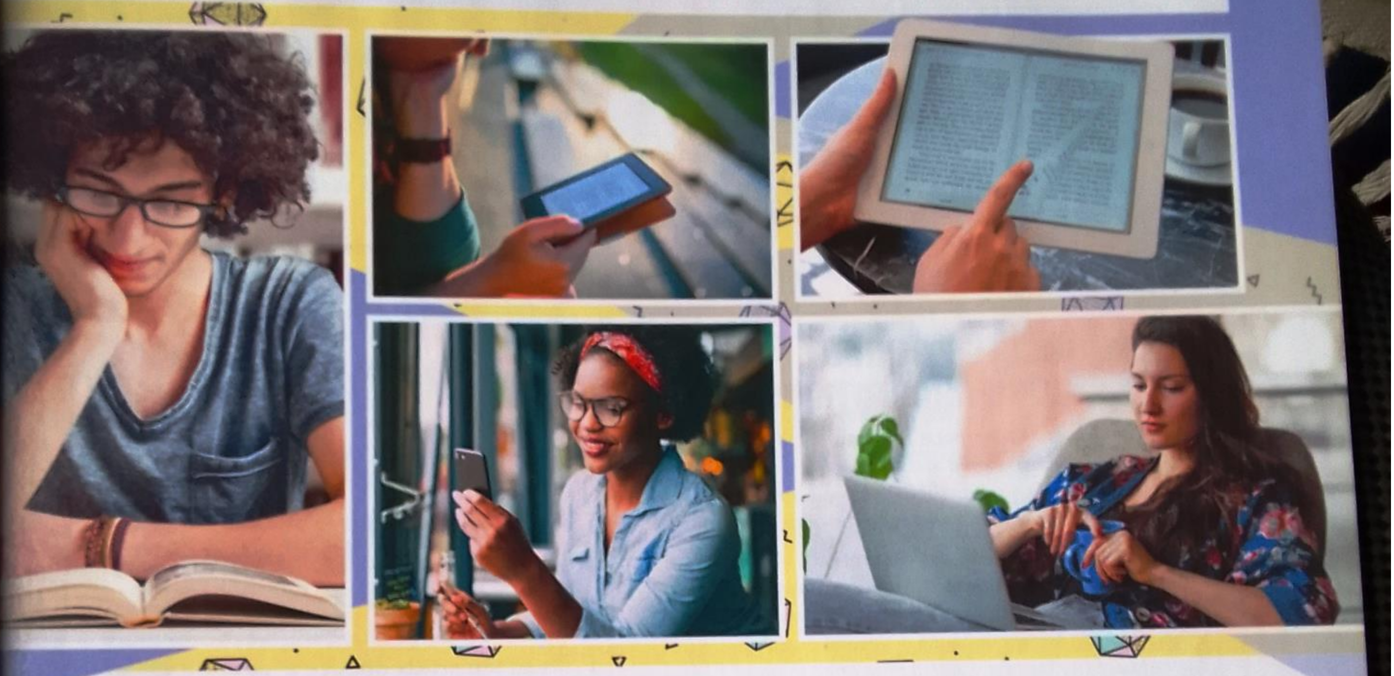
1 Would you say the average of books read by the group is high or low? Why?

2 Did the group only read the books assigned by teachers or did they read other books?

3 What can be done to promote reading in the grou

LOCAL AND GLOBAL

1 Which ways of reading books can you identify in the images? Printed book, e-reader, tablet, smartphone and computer.



2 How do you prefer to read books? Why? Open answers.

3 Do a research and take notes of your findings. Open answers.

1 What types of book can be legally accessed for free on the internet?
2 Which websites and apps can be used to find these books?
3 What are the requirements for accessing them?

4 Choose a few books that you need or would like to read and check if they are in the public domain. Open answers.

IMAGINE

Imagine a book that costs more than 30 million dollars.

👍 ❤ 😀 😮 😟 😡

1 Research into the concept. Bring your research to be discussed in class.

2 Read the magazine article. Then discuss the questions with a classmate.

1 What is the book mentioned in the article about? It is about Leonardo da Vinci's theories and ideas about topics like the relationship between the Moon, the Earth and the Sun.
2 Why is it special? Because it is a one-of-a-kind original that has great historical value.
3 In your opinion, should rare artifacts like these books be sold to people? Or should they be kept exclusively in museums? Open answers.

RTV

Workbook 7

1 **Read the blog post about literary adaptations and answer the questions accordingly.**

1 What makes an adaptation fail?

The world described in the book cannot be captured in a two-hour film.

2 What is a good alternative to movies when making literary adaptations?

TV series.

3 Can we predict if an adaptation will be a success?

No, we cannot.

THE SUCCESS BEHIND BOOK ADAPTATIONS

Have you ever read a book that you loved and found yourself frustrated and disappointed after watching the film adaptation? Are you able to tell why the movie didn't live up to the book?

The reason movies fail can vary greatly, from the acting to the directing and editing. However, when it comes to literary adaptations, most of them fall flat simply because it was not possible to capture the fantastic world described in their pages in a two-hour film.

Usually, the ones that succeed are those that can depict the characters and settings more faithfully. An alternative to ensure essential elements of the book are present is to invest in TV series, which is the case with *Game of Thrones*, for example.

One of the most important moments in a writer's career is to have their book turned into a movie. That means their book is being widely read and has landed very positive reviews, which calls for a movie straight away. But is it possible to know if the adaptation will work and be a hit? Not really until it's done and out there. So, why not give it a try?

Based on <https://www.diggypod.com/blog/book-to-movie-adaptations-successful/>. Accessed on December 16, 2019.

2 **Find in the blog post words or expressions that mean...**

a be as good as (paragraph 1): live up to

b be unsuccessful (paragraph 2): fall flat

c guarantee (paragraph 3): ensure

d success (paragraph: 4): hit

3 **Read the book summaries and identify the genre of each one.**

1 This book tells the life story of John Adams, a famous explorer and rock climber who was one of the only people to climb all the tallest mountains in the world. biography

2 To find the biggest prize in the universe, creatures from all across the galaxy will compete in the ultimate race. science fiction

3 Lina and Lucy always competed as children. That was the core of their friendship. What they did not know was that competition would become rivalry and put their friendship to test. drama/realistic fiction

4 A family moves into a new house. Everything seems perfect at first, but strange things soon start to happen. horror/thriller

4 **Read the article about a 9-year-old girl who published her first book. Fill in the blanks with the words from the box.**

designer develop editor
launched photo researcher
print proofreading
publisher translated write

#MAKERSNEWS

NEWS

MEET CAROL, THE CHILD PRODIGY OF LITERATUR

Mike Valente | July 5, 202

Carol Johnson was only 9 years old when she decided to (1) write a book. It took her 4 weeks to (2) develop her ideas and submit them to a (3) publisher. The publishing (4) editor was really surprised with her creativity and thought the book would be a hit.

After (5) proofreading the manuscript was sent to the design team, who worked on its visuals.

The (6) designer and th (7) photo researcher worked ha to put together a beautiful design that would attract young readers.

The book was sent to (8) print and (9) launched only fou months after Carol wrote her first ideas! And it was so successful that it is now being (10) translated in 10 different languages! I b we can expect many mo incredible books from Ca

5 **Circle the correct option in each sentence.**

1 The girl [✓ who] / which spoke to me yesterday is in my art class.

2 The museum, where / [✓ which] was in a historical building, was closed.

3 The guidebook who / [✓ that] we bought explained everything.

4 The hotel [✓ where] / that they were staying was robbed.

5 The elephant who / [✓ that] escaped from the zoo was found downtown!

6 These are the people [✓ whose] / which poems we published last week.

7 Paris is which / [✓ where] many authors go to find inspiration.

8 Paris is the city [✓ which] / where inspires many authors.

6 **Underline and correct the mistake in each sentence.**

1 I met a man which can speak three languages.
I met a man that/who can speak three languages.

2 Have you read all the books whose you borrowed last month?
Have you read all the books that/which you borrowed last month?

3 My cousin Mathias, where works at the university, is a brilliant writer.
My cousin Mathias, who works at the university, is a brilliant writer.

4 My dog, that I still love, destroyed my favorite book yesterday.
My dog, which/who I still love, destroyed my favorite book yesterday.

7 **Match the sentence halves.**

1 Jessica bought a shirt...
2 That's the boy...
3 These are the computers...
4 This is the park...

a [4] where we took our wedding photos.
b [1] that costs $150.00.
c [2] who my brother told us about.
d [3] which are not working very well.

8 **Join the pairs of sentences. Follow the example.**

1 Madonna is a famous pop singer. She was born in the United States.
Madonna, who is a famous pop singer, was born in the United States.

2 My grandparents live in Spain. They are English teachers.
My grandparents, who live in Spain, are English teachers

3 The central station is situated near downtown. It receives 500 thousand people every day.
The central station, which is situated near downtown, receives 500 thousand people every day.

4 Joseph made that chair in class. It is not very strong.
That chair, which Joseph made in class, is not very strong.

9 **Match the phrases as in the example. Make the necessary adaptations.**

A TV	person	People watch games and live concerts in it.
A chair	object	He/She designs buildings and houses.
A stadium	event	People organize it to celebrate something.
A party	electronic device	People watch films, news and play video games on it.
An architect	place	People sit on it.

1 A TV is an electronic device that people watch films, news and play video games on.
2 A chair is an object that people sit on.
3 A stadium is a place where people watch games and live concerts.
4 A party is an event that people organize to celebrate something.
5 An architect is a person who designs buildings and houses.

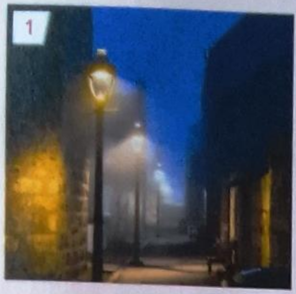
10 **Complete the sentences about yourself.** Open answers.

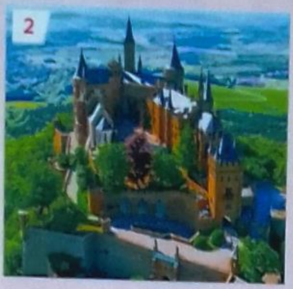
1 ________ is the city where I was born.
2 ________ is the person who I want to talk to every day.
3 ________ is the movie that made me laugh the most.
4 ________ is the author who writes the most amazing stories.
5 ________ is the kind of food which makes me happy.

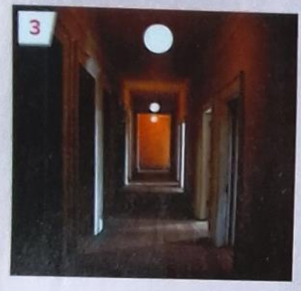
Extension

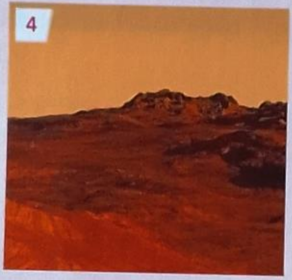
Review 7

1 What types of stories could be set in these places? Label the images. Suggested answers.

1

Mystery, thriller

2

Chivalry, fairy tale, fantasy

3

Horror, thriller

4

Science fiction

2 Identify which genres of books these sentences could have been taken from. Suggested answers.

1 She was running, but could not see where to. The fog covered the streets of London in the early hours of the day.
Mystery, horror, thriller

2 He was the happiest person in the world. He had finally met her. And he knew they were meant for each other.
Love story, romance

3 That was it! The day had come when they would be commanded by robots.
Science fiction, adventure

4 Suddenly, unexpected allies came from the mountains! They were big lizards with wings and a fiery breath.
Fantasy

5 They were going away to the war. The question remained: were they ever coming back home?
Historical fiction, realistic fiction

3 Circle the relative pronoun that best completes each sentence. Sometimes more than one option is possible.

1 I have a cousin _____ wrote a book.
[✓ a who] [✓ b that] c where

2 What's the name of the river _____ goes through this town?
[✓ a which] b where [✓ c that]

3 The person _____ video went viral is being interviewed right now.
a who [✓ b whose] c that

4 The national stadium is the place _____ the championship game will take place.
a that b which [✓ c where]

4 Do you know what film industry professionals do? Join these sentences using *who*, *which*, *that*, *where* or *whose* and find out. Follow the example:

1 Screenwriters research into story ideas. They transform them into screenplays.
Screenwriters research into story ideas which/tha
they transform into screenplays.

2 A script reader is a critic. He/She gives opinions on screenplays.
A script reader is a critic who/that gives opinions on screenplays.

3 The set designer prepares the set. The scenes wi be filmed there.
The set designer prepares the set where the scenes will be filmed.

4 Publicists prepare publicity campaigns. The campaigns will promote the release of a film.
Publicists prepare publicity campaigns which/that will promote t
release of a film.

5 Costume designers are very creative professiona Their creations will be worn by the actors.
Costume designers are very creative professionals whose creations
will be worn by the actors.

Branch Out

Book Swap

1 Look at the book covers and discuss the questions. Open answers.

WONDER
R. J. PALACIO
THE FAULT IN OUR STARS
JOHN GREEN
twilight
STEPHENIE MEYER
HALF BOY · HALF GOD · ALL HERO
PERCY JACKSON AND THE LAST OLYMPIAN
RICK RIORDAN

1 Have you read any of these books? If so, would you recommend them? Why?

2 What criteria do you use when choosing a book to read? Look at the box and choose some of them. Add any others you want.

author cover genre length popularity
recommendation school assignment title

3 What are the benefits of reading books?

4 Have you ever heard of or participated in reading circles or book swaps?

2 Choose a good book you have read to take to a book swap.

1 Answer the questions. Open answers.

a Which book do you want to swap?

b What is it about?

c Why would you recommend it?

2 Prepare a note about this book to generate interest in it. You can include your name, your e-mail address, a brief summary of the plot (without spoilers), reasons for recommending it and a few quotes.

3 On Book Swap Day, set up the book station and swap books with your classmates.

1 Stick your note to the back cover of the book.

2 Display your book on the book station.

3 Analyze the books that your classmates left on display and read the notes they wrote.

4 Choose a book that you would like to read and take it with you.

5 After reading the book, write an e-mail to your classmate sharing your opinion about it.

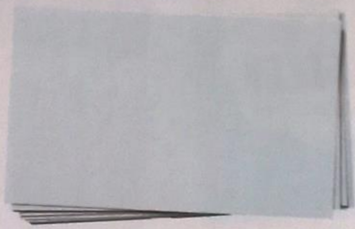
Makerspace Self-Publishing

Basic Supplies

a computer

a printer

a smartphone



paper

internet access

Action

1 Go back to the short story you wrote on page 54 and check if you want to change anything about it.

2 Form groups with your classmates and plan a book with your short stories.

Problem-solving

- How are the groups going to be organized? By the genres of the short stories?
- What criteria will be used to decide the order in which the stories appear in the book?

3 Choose the format in which you want to publish your book (digital, audio, print, video etc.).

4 Decide on the stages of production based on your choice of format.

5 It is time to start the publishing process. Distribute the tasks among the group members. Make sure everyone has a chance to contribute and participate equally.

Problem-solving

- Who will be responsible for...
  editing the stories?
  the book's graphic design?
  choosing the images?
  printing the book (if applicable)?
  proofreading it?
  publishing the book?
  marketing the final product?

6 How are you going to print or upload the final product? Choose a service that is appropriate for the format you and your group have chosen.

7 Publish the collection of short stories in the chosen forma

8 Decide on how you are going to advertise the book.

Assessment

- Was the chosen format adequate for your book?
- Would you choose to be responsible for a different sta in the publishing process in a future project? Why?
- Did you have any problems that you could not solve?
- What would you do differently in a future project?

Video

Chris, the Comic Book Writer

RTV

1 Watch the video again and complete the chart with the characters' jobs. There may be more than one job for each character.

Character	Job(s)
Chris	comic book creator, writer, director
Thor	works at a comic book store, chooses comic books to sell
Chris' dad	comic book artist, graphic artist
The Protector	superhero (actor)

2 Write T (true) or F (false) and correct the false sentences.

1 F Chris wants to sell his magazine in a store.
Chris wants to sell his comic book in a store.

2 F Tom works at the comic book store.
Thor works at the comic book store.

3 T Chris has two weeks to deliver his comic book.

4 T Chris' father helps him with his comic book.

5 F Chris doesn't manage to finish his movie on time.
Chris manages to finish his movie on time.

3 Write C (Chris), N (Narrator) or T (Thor) according to their corresponding lines in the video. In case the line belongs to none of them, write X.

1 C "The dream is to bring The Protector to life."
2 N "Thor is the person who decides which comic books they sell."
3 X "I want to create a superhero with an incredible superpower."
4 X "The Protector is a very uncommon superhero."
5 C "Not only did I make you a comic book, I made you a film."
6 T "That's pretty impressive."

4 Circle the correct options to complete the sentences.

1 The Protector is a...
[✓ a] superhero.
b series.
c comic book store.

2 Chris' comic book has...
[✓ a] thirty-six pages.
b thirty-three pages.
c fifty pages.

3 A promo is a(n)...
a advertisement.
b comic book.
[✓ c] short film.

4 When Chris says "That's a wrap", he means...
a something has just been started.
[✓ b] something has been concluded.
c something has been well done.

5 Project Time! Follow your teacher's instructions and do as proposed. Open answers.

CLIL Why Should I Proofread? (Academic Skills)

1 Work in pairs and discuss. Open answers.

1 What do you think could happen if you have made a spelling mistake while texting your BFF?

2 Does your teacher lower your grade if you have spelling mistakes in your homework?

3 Do you think it's important to pay attention to things like punctuation, spelling or context when we write? Why?

4 Have you ever had a problem because you wrote something incorrectly?

5 When you finish writing something, do you read it again to check if everything is correct? Why?

2 Read the text and answer the questions.

CHECK ONCE... OR TWICE

Proofreading means reviewing a text you have written to find and correct mistakes. It is always worth it to take some time after writing a text to perform a quality check before publishing or handing it in. Editing is the process that makes sure the text includes all relevant information, that the concepts and ideas are expressed clearly and concisely and that the content is organized in a logical order. Proofreading is a process that can come before or after editing and involves checking format, spelling, grammar and punctuation. Here are some tips to perform successful proofreading:

- Read the text clause by clause or phrase by phrase.
- Avoid fast reading or reading in blocks.
- Read the text backwards. This strategy helps identify spelling mistakes that you miss when reading conventionally.
- Read the text aloud.
- Do not rely on spelling applications or software since many of them are not context-sensitive.

1 What is the meaning of proofreading?
Proofreading means reviewing a text to correct mistakes.

2 What does the proofreading process involve?
It involves checking format, spelling, grammar and punctuation.

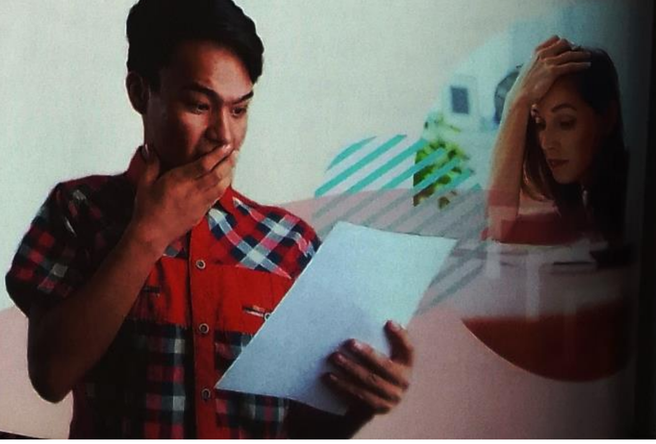
3 Why should you proofread your texts?
To perform a quality check before publishing or handing them in.

4 Why shouldn't you rely on spelling applications?
Because many of them are not context-sensitive.

3 Proofread this text in pairs. Underline the mistakes. Write the corrected version in the space below.

My foreign classmates were having lunch together when the realized that their table manners were very different: Takao and Daisuke was using chopsticks to eat their noodles and Tiziano was eating pizza with his hands. As I was approaching the table, I see them laughing and them we all talked abut eating habits in your countries.

My foreign classmates were having lunch together when they realized that their table manners were very different: Takao and Daisuke were using chopsticks to eat their noodles and Tiziano was eating pizza with his hands. As I was approaching the table, I saw them laughing and then we all talked about eating habits in our countries.



8.3. Yes, there are. It would be important to add the quantities of oil, English mustard and grated cheddar. The recipe doesn't mention the chopped ham. Also, it is not organized into topics as recipes usually are (ingredients, preparation). Adding an image of the dish would help the cook and make the recipe more attractive to the reader.

4 **Work in groups of three and discuss the following questions.** Open answers.

1 How do you feel when a text is unclear?

2 What could happen if a biography or an academic text was unclear?

3 What could be the consequences if a tourist guide or a medical text was not clear?

4 Who is responsible for the content of a text?

5 **Read the text and find the word that best matches each definition. Follow the example.**

Your Written Expression

We express our thoughts and feelings in different ways. A clear text shows a person who can organize his or her thoughts in a logical way. A clear text communicates meanings and intentions.

When you need to write a text, you generally receive instructions with which you can make a **checklist**. By using it, you can confirm that your written work fulfills all of them. It also serves as an **assessment** and helps you avoid **information gaps**; that is, a lack of information that is essential for the subject.

A key for creating a successful text is identifying the **main message** or idea to be developed in a way that is fully understandable by the **target reader**.

Remember that you are responsible for your text and for the effect it has on your readers.

1 Lack of data that is essential for the subject.
information gap

2 The principal idea that a writer wants to communicate.
main message

3 An evaluation to check for the fulfillment of certain requirements.
assessment

4 A list of points to be considered or activities to be done.
checklist

5 The intended recipient of a written message.
target reader

8.2. Yes, it does. The reader can notice it is a creamy pasta recipe. The ingredients and the procedures are informed even though there are missing pieces of information.

6 **Who are the target readers for these texts? Write in your notebook as many options as you can.** Suggested answers.

1 A cook book
chefs, people who like cooking

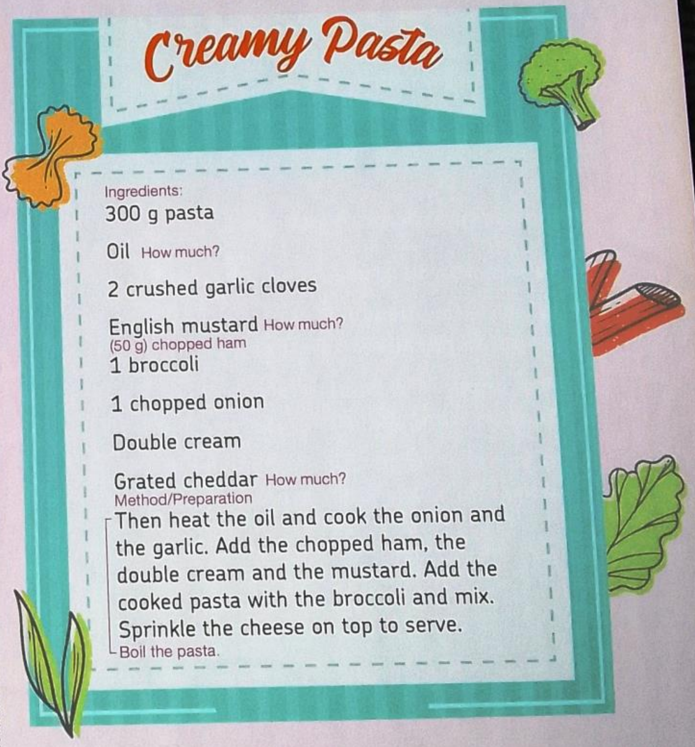
2 A medical encyclopedia
doctors, professor from university courses related to health and medicine and their undergraduate/graduate students

3 A storybook
people from all age ranges, especially kids

4 A financial newspaper
businesspeople, people interested in finance, university students in the area of finance

5 A user's manual
users of new products

7 **Read the text in pairs. How would you adapt it? Make notes in it.** Suggested answers.



Creamy Pasta

Ingredients:
300 g pasta
Oil How much?
2 crushed garlic cloves
English mustard How much?
(50 g) chopped ham
1 broccoli
1 chopped onion
Double cream
Grated cheddar How much?

Method/Preparation

Then heat the oil and cook the onion and the garlic. Add the chopped ham, the double cream and the mustard. Add the cooked pasta with the broccoli and mix. Sprinkle the cheese on top to serve.

Boil the pasta.

8 **Answer the questions about the text in your notebook.** Suggested answers.

1 Is the content clear? Justify. 8.1. No, it isn't. Even though the reader can identify the text as a recipe, there is missing information in it, which would influence the preparation of the dish.

2 Does the text convey a main message?

3 Are there information gaps? What would you add to the recipe?

4 What are the possible consequences if a person follows the recipe? The recipe could go wrong, since the quantity of some ingredients is not indicated.

8

WHAT'S ON?

OBJECTIVES:

- Talk about the news.
- Learn about means of communication.
- Understand and give some breaking news.
- Read a news story about the use of social media for news.
- Write a news story for the local paper.
- Research into where people get their news from.
- Analyze local, national and international news.
- Reflect on the importance of being critical when reading the news.

Read the questions and discuss.

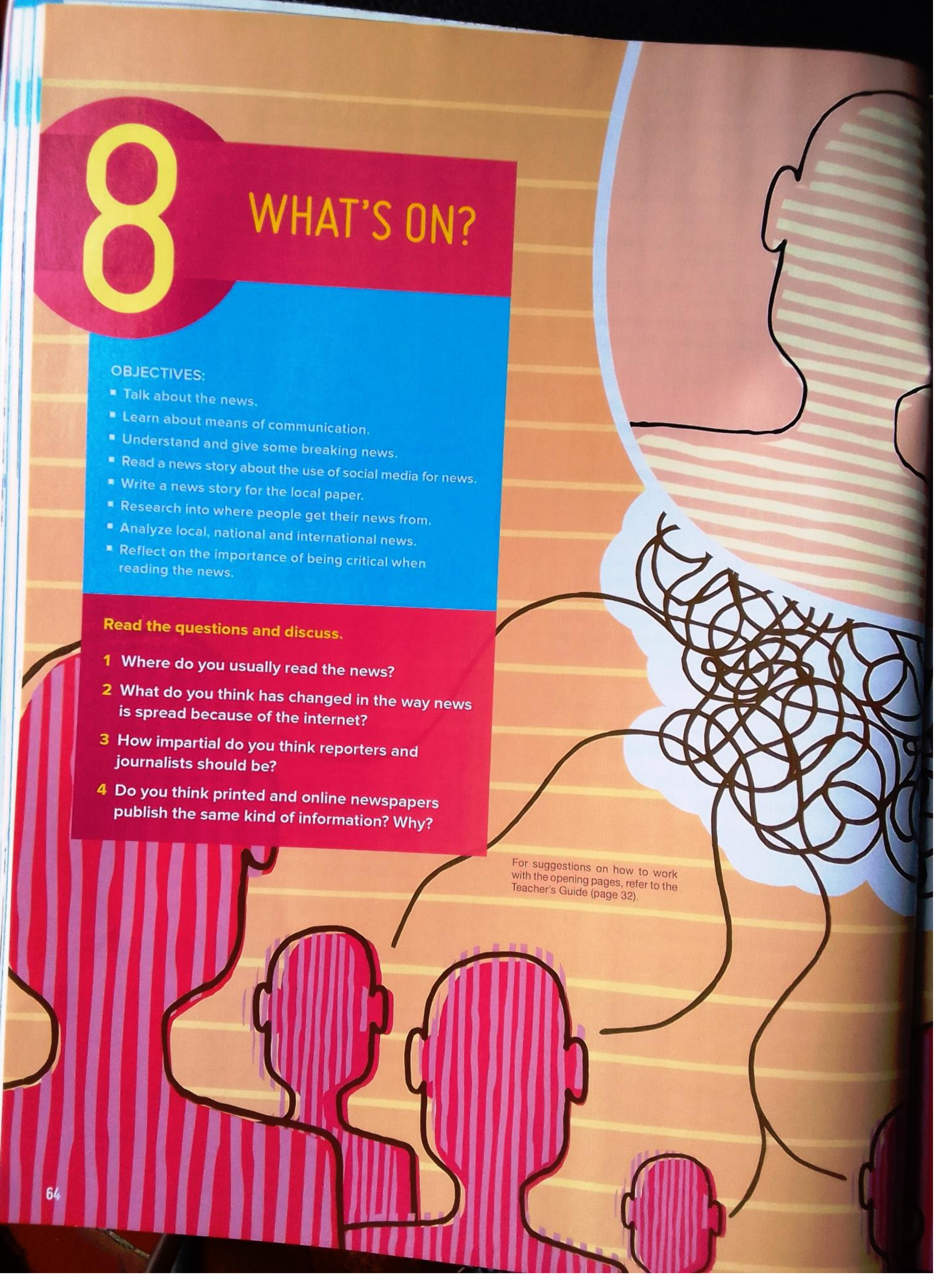
1 **Where do you usually read the news?**

2 **What do you think has changed in the way news is spread because of the internet?**

3 **How impartial do you think reporters and journalists should be?**

4 **Do you think printed and online newspapers publish the same kind of information? Why?**

For suggestions on how to work with the opening pages, refer to the Teacher's Guide (page 32).



FIRST MOVE

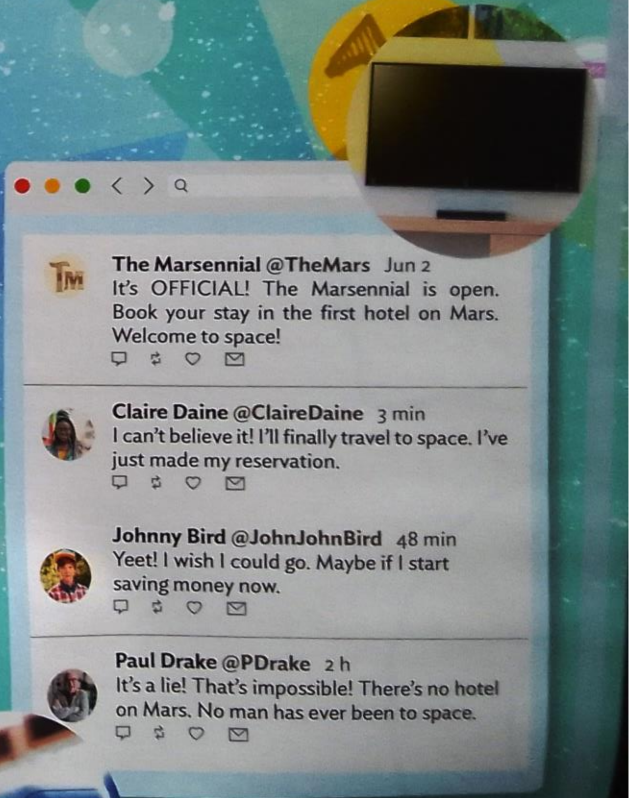
HOTEL ON MARS OPEN FOR GUESTS

By Sarah Davidson

The government authorized the OC Group, responsible for the construction and management of The Marsennial, to officially start operating business. The inspection was concluded and permission was granted so that the hotel can open its doors to guests.

It's going to be a while, though, until the first people can travel to Mars. According to the CEO, John Blue, people who will work in the hotel need a five-month training program to learn how to carry out the safety procedures and operate all the necessary machines. The guests also need some training, both for the space shuttle travel and the stay at the hotel on another planet.

"The Marsennial" management team will soon release some information about how to prepare in advance for the trip, so that people can be ready to fly when they book their rooms.



The Marsennial @TheMars Jun 2
It's OFFICIAL! The Marsennial is open. Book your stay in the first hotel on Mars. Welcome to space!

Claire Daine @ClaireDaine 3 min
I can't believe it! I'll finally travel to space. I've just made my reservation.

Johnny Bird @JohnJohnBird 48 min
Yeet! I wish I could go. Maybe if I start saving money now.

Paul Drake @PDrake 2 h
It's a lie! That's impossible! There's no hotel on Mars. No man has ever been to space.

Book Your Hotel on Mars

By **Mandy Johns**

Planning your honeymoon or your next vacation spot? The Marsennial, the first hotel on Mars, is now officially open for bookings. All you need is a credit card and a lot of money in your bank account.

The hotel has just released the prices charged per night, without any breakfast included, and they are high... as high as the shuttle will reach to take you there.

But if this is something you want to check in your to-do list, make sure [illegible] to make the most of this experience.

But if this is something you
you're going to make the most of this experience.

FIRST MOVE

1 Read the news on page 66 and answer the questions.

1 Where is the hotel? On Mars.

2 When can guests start making reservations? They can start now.

3 How are people going to get to the hotel? By space shuttle.

2 48 Listen to TV and radio news programs. Then write in which media you can find the information below.

online newspaper
printed newspaper
radio social media TV

1 the planet where the hotel is printed newspaper, online newspaper, social media, TV, radio

2 the hotel's website TV

3 that breakfast is not included online newspaper

4 when guests can book a room online newspaper, social media, TV, radio

Buzzwords

***"Yeet!** I wish I could go."*
What does "yeet" mean? Look it up!

The word is used to express excitement in a positive answer.

3 49 Read and listen to the pieces of news again. Then discuss with a classmate. Open answers.

1 What are the differences in the format of each type of news?

2 How is the news presented according to the different types of media?

3 Which means of communication is more effective to deliver news? Why?

RTV

React!

4 Read some posts about the news and leave a comment.
Open answers.

Karinne Gable 33 min I would love to go to Mars. Since I was a kid I dream of the day when humankind would visit this planet.

Noah Kavendish 37 min I don't think that's a good idea. What if the shuttle explodes? No way! I'm not going to this hotel.

Lana Pauline 58 min Did they say anything about the hotel amenities? I'd love to go, but I need a spa and a swimming pool!

Carlos Hernandez 2h08m I think that, if I have the money one day, I'll book a room. It's a unique experience.

Galina Sharapova 2h56m I'm afraid the hotel will close soon. How many people will have all that money to pay for the trip?

POST

I Wonder

5 Write a question about which kind of media teens use the most as a source of news. Then look for the answer.
Open answers.

99 Great! 99 Interact

LANGUAGE 1

1 **Read the extracts from the comments on page 66 and match the sentences to their explanations.**

1 That's **impossible**!

2 I've just made my **reservation**.

a 2 The suffix was added to the end of the verb to create a noun.

b 1 The prefix was added to the beginning of the word to form its antonym.

2 **Read the conversation between Maggie and Carol. Then circle the correct options.**

Carol: It's **un**believable, I finally went to Lady Gaga's concert! She's the best!

Maggie: I **dis**agree. I think Taylor Swift is the best singer.

Carol: I think you **mis**understood what I said. Lady Gaga is not only a singer. She's an artist! She's one of the best artists of all time.

Maggie: That's **im**possible. You can't be that good at everything.

Carol: She sure is!

1 The letters in bold are [✓ **prefixes**] / **suffixes**.

2 The letters in bold add a **positive** / [✓ **negative**] meaning to the words.

3 **Add the correct prefix to the words. Then comple the sentences. Not all the prefixes will be used.**

dif- dis- im- in- mis- pre- re- un-

able behave honest play school

1 When I was four years old, my mom enrolled me in preschool.

2 She was unable to drive because she couldn't see well.

3 The sports TV host showed the replay of the match and complained about the referee.

4 He is the most dishonest person I know. How come he didn't take the wallet he found to the Lost & Found?

5 I was a nice teenager. I didn't misbehave when my mom was not at home.

4 **Choose the best suffix to fill in the gaps.**

-al -ation -er -ful -ible
-less -ly -ment -ous

1 Many worker___s were involved in the construction of the hotel.

2 I want to go to Mars. I think it's a wonderful___ planet.

3 The government___ gave the approval___ for the hotel.

4 We have all the information___ we need to prepare for the trip.

5 I don't think a space shuttle trip can be dangerous___

6 We should get to Mars safely___.

7 I'm sure The Marsennial is incredible___.

8 Waking up in a hotel on another planet is priceless___.

5 **In your notebook, use the words, prefixes and suffixes below to make sentences that are true for you.** Open answers.

appear
cook
cover
play
safe
write

dis-
im-
mis-
pre-
re-
un-

-er
-ful
-ly
-ment
-ous
-tion

LISTENING AND SPEAKING

1 50 **"Breaking news" is newly received information of an event that is currently happening. Listen to the breaking news and check the image that best describes it.**

1 ☐

2 ☑

EUROPEAN CHAMPIONS 2018

3 ☐

2 51 **Listen to the news again and write T (true) or F (false) according to the information you hear.**

1 F Fifteen hundred people are at the main avenue.
2 F The team won the national championship.
3 T The party is going to be at the training center.
4 F Visitors can join the party.
5 T There's another edition of the news.

3 **Identify words in the news that are examples of the topics below.**

1 a country: Greece
2 a sport: handball
3 a kind of truck: fire truck
4 people who play in a team: players
5 a period of the day: evening

4 52 **Answer the questions about the news. Then listen and check.**

1 What does the reporter call the team of players?
Stars.

2 What is the team holding high?
A trophy.

3 Where can people see the team?
On the fire truck. / Crossing the main streets of the city.

Pronunciation

5 53 **Listen to the words. What sound do they have in common?** The sound /uː/.

avenue group news school student

6 54 **Listen again and practice saying the words.**

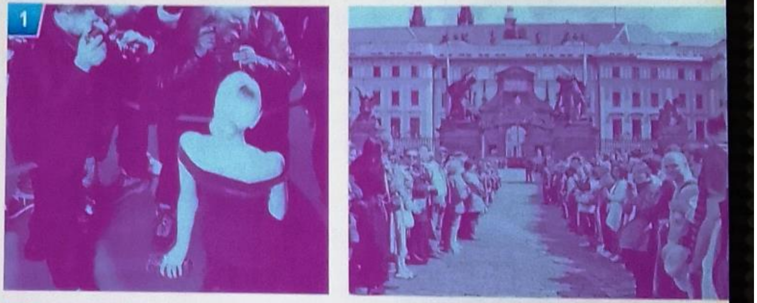
7 55 **Listen and underline the /uː/ sound in the sentences below.**

1 There's no food in the fridge.
2 I saw a very funny cartoon yesterday.
3 The player made a nice move in the game.
4 I don't need many cups, just two, please.
5 You have to wear a uniform, that's the rule.

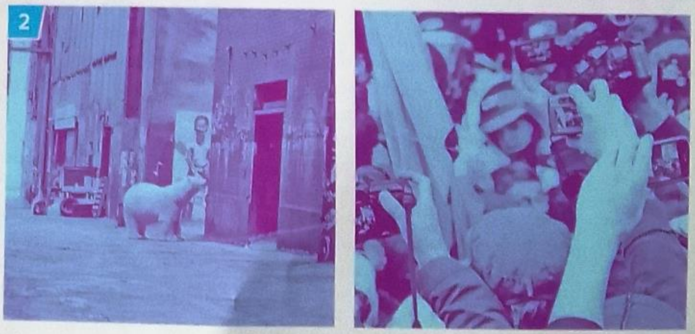
8 56 **Listen again and practice.**

9 **Choose one set of images and create a piece of breaking news related to it.** Open answers.

1



2



10 **Share your breaking news with a classmate and ask for his/her opinion. Make adjustments, if necessary.**

11 **Record your breaking news and share it with the whole class.**

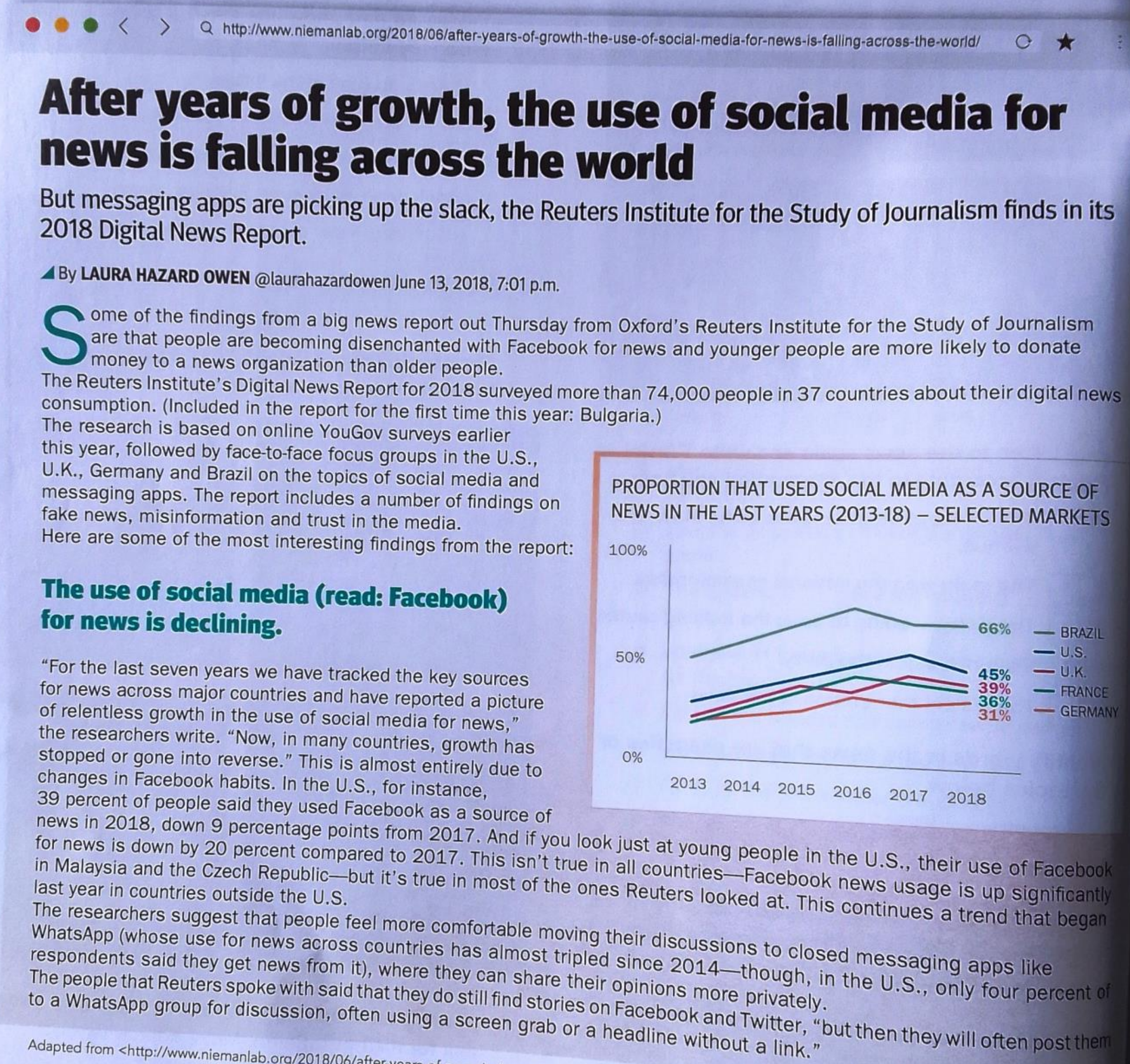
READING

Before Reading

1 Scan the text and answer the questions.

1 What is it about? The use of social media for news.

2 What kind of text is this? News story/article.


http://www.niemanlab.org/2018/06/after-years-of-growth-the-use-of-social-media-for-news-is-falling-across-the-world/
PROPORTION THAT USED SOCIAL MEDIA AS A SOURCE OF NEWS IN THE LAST YEARS (2013-18) – SELECTED MARKETS
100%
50%
0%
2013
2014
2015
2016
2017
2018
66%
45%
39%
36%
31%
BRAZIL
U.S.
U.K.
FRANCE
GERMANY

After years of growth, the use of social media for news is falling across the world

But messaging apps are picking up the slack, the Reuters Institute for the Study of Journalism finds in its 2018 Digital News Report.

By **LAURA HAZARD OWEN** @laurahazardowen June 13, 2018, 7:01 p.m.

Some of the findings from a big news report out Thursday from Oxford's Reuters Institute for the Study of Journalism are that people are becoming disenchanted with Facebook for news and younger people are more likely to donate money to a news organization than older people.

The Reuters Institute's Digital News Report for 2018 surveyed more than 74,000 people in 37 countries about their digital news consumption. (Included in the report for the first time this year: Bulgaria.)

The research is based on online YouGov surveys earlier this year, followed by face-to-face focus groups in the U.S., U.K., Germany and Brazil on the topics of social media and messaging apps. The report includes a number of findings on fake news, misinformation and trust in the media.

Here are some of the most interesting findings from the report:

The use of social media (read: Facebook) for news is declining.

"For the last seven years we have tracked the key sources for news across major countries and have reported a picture of relentless growth in the use of social media for news," the researchers write. "Now, in many countries, growth has stopped or gone into reverse." This is almost entirely due to changes in Facebook habits. In the U.S., for instance, 39 percent of people said they used Facebook as a source of news in 2018, down 9 percentage points from 2017. And if you look just at young people in the U.S., their use of Facebook for news is down by 20 percent compared to 2017. This isn't true in all countries—Facebook news usage is up significantly in Malaysia and the Czech Republic—but it's true in most of the ones Reuters looked at. This continues a trend that began last year in countries outside the U.S.

The researchers suggest that people feel more comfortable moving their discussions to closed messaging apps like WhatsApp (whose use for news across countries has almost tripled since 2014—though, in the U.S., only four percent of respondents said they get news from it), where they can share their opinions more privately.

The people that Reuters spoke with said that they do still find stories on Facebook and Twitter, "but then they will often post them to a WhatsApp group for discussion, often using a screen grab or a headline without a link."

Adapted from <http://www.niemanlab.org/2018/06/after-years-of-growth-the-use-of-social-media-for-news-is-falling-across-the-world/>. Accessed on December 16,

2 Check the characteristics of this kind of text.

1 ☑ It is written by a journalist.

2 ☐ It is written by a blogger.

3 ☑ It is about general topics related to society.

4 ☑ It helps people hold their own opinions.

5 ☐ It aims at advertising a product.

6 ☑ It is supported by interviews and research.

While Reading

3 Read the news story and write what these numbers refer to.

a 74,000 number of people interviewed

b 37 countries where people were interviewed

c 39 percentage of people in the U.S. that used Facebook as source of news in 2018 / percentage for the U.K. in the graph

d 36 percentage for France in the graph

e 2018 the year of the Digital News Report

4 Look at the graph and answer the questions.

1 Which countries are the selected markets?
Brazil, U.S., U.K., France and Germany.

2 Which country has been using social media as a source of news the most in 2018?
Brazil.

3 Which country has increased the use of social media as a source of news in 2018?
Germany.

5 Complete the sentences with information from the news story.

1 The use of social media for news is falling in Brazil.

2 Facebook use for news is up in Malaysia and the Czech Republic.

3 The Digital News Report surveyed people about their digital news consumption.

4 People find a story and then post it on a WhatsApp group for discussion.

5 For the last seven years, the key sources for news across major countries were tracked.

6 Read the news story again and answer the questions.

1 What is happening to the use of social media for news in general?
It is falling.

2 What examples of social media are mentioned?
Facebook and Twitter.

3 Who is donating more money to news organization?
Young people.

4 What other findings were in the report?
Fake news, misinformation and trust in the media.

5 Where are people moving their discussions to? Why?
To WhatsApp, a messaging app, because they feel more comfortable sharing their opinions more privately.

7 Match the words from the text to their definition.

1 disenchanted
2 relentless
3 growth
4 findings
5 trend
6 headline

a 4 a piece of information that is discovered
b 1 no longer believing in something
c 5 the direction of changes and development
d 2 continuing in a determined way
e 6 the title of a story in the newspaper
f 3 an increase in something

8 Use the words from activity 7 to complete the sentences.

1 Scientists published new findings on the cure of Alzheimer's disease.

2 She was disenchanted with the so-called prince charming. He was so childish.

3 The trend for fashion this year is yoga pants and T-shirts.

4 I couldn't believe the headline in the paper this morning: first hotel on Mars ready for booking!

5 The market is suggesting some growth for the food start-ups.

6 Research has shown a relentless decrease in the use of portable video games.

9 Choose some words from activity 7 to create a new headline and subheadline for the news story on page 70. Open answers.

After Reading

10 How do you and your friends use social media for news? Has this changed over the past years?
Open answers.

Workbook p. 76

[illegible]

[illegible]

[illegible]

5 Complete the headlines with the correct relative pronoun from the box.

that which who whose

1 **The man, who entered the newsroom, was arrested last night.**

2 Nobody wants to travel in that shuttle, which was not officially approved.

3 **An astronaut, whose uniform was not ready, wasn't able to join the space mission.**

4 **Team stars that/who brought the trophy home are back to training.**

5 **Julie Penn — the woman that/who spreads the news.**

6 **Fake news, which is leading to misinformation, is being spread on social media.**

6 Check the best option to complete the sentences.

1 ______ can pay for this trip to Mars. It's too expensive!

- a ☐ Everybody
- b ☑ No one
- c ☐ Nothing

2 Almost ______ uses messaging apps nowadays.

- a ☐ nobody
- b ☐ someone
- c ☑ everyone

3 I'm sure ______ important has happened. Let's check for breaking news.

- a ☐ nothing
- b ☐ everything
- c ☑ something

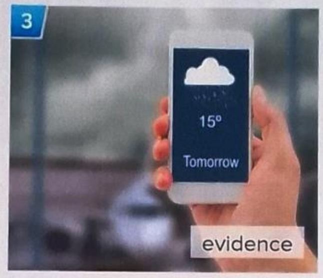
7 Write sentences about the images. Read the cues to use the correct verb in the future. Follow the example. Suggested answers.

1

She's going to take some pictures for the Sunday newspaper.

2

She will/won't travel abroad on her next vacation.

3


It's going to rain tomorrow.

4

arrangements

He's making an appointment.

5

We'll have some coffee, please.

6

I won't use my cell phone/the internet.

8 Complete the sentences with true information about yourself. Open answers.

1 This weekend I'm not going to ______.

2 I ______ watch out for fake news.

3 I promise I ______.

4 I ______ reading the news.

5 I use Facebook ______ than WhatsApp.

6 I ______ visiting a friend tomorrow.

7 Nobody knows that I ______.

Workbook p. 76

WRITING

News Story for the Local Paper

Before Writing

1 Choose a piece of news and plan what you are going to write about it. Remember that a news story needs some research data or quotes from interviews to support its findings. Consider these elements to plan your ideas:

data or interviews headline subheadline
who what where
when why

Drafting

2 Write a draft of your news story.

3 Share your draft with a classmate and ask for his/her opinion. Make adjustments, if necessary.

Final Writing

4 Write the final version of your news story and share it with the whole class.

Makerspace p. 80

INVESTIGATE

in printed newspaper
on online newspaper
on messaging apps
on social media

People in my family read the news ________.

Collect Data

- Talk to your parents and relatives (uncles, aunts, cousins and grandparents) about where they get their news from.
- If they mention more than one source, encourage them to focus on the most frequently used.
- While talking to them, ask them about their age as well
- Organize your findings in a chart.

Name	Age	Main source of news

Analyze the Data

- How many people prefer online newspapers?
- How many people read printed newspapers?
- How many people read news published on social media?
- How many people prefer reading news shared on messaging apps?

Draw a Conclusion

People in my family read the news ________.

1 Reflect on your conclusions and discuss.
Open answers.
1 Do people in the same age group find their new in the same way?
2 Do younger people tend to prefer the internet a source of news?
3 Do you think older people can get used to read the news online? Why?
4 Who do you think has faster access to informatio Why?

LOCAL AND GLOBAL

1 **Look at the images below and discuss with a classmate.**

Local News
News +++ Information +++ News +++ Info

SEPTEMBER 22
USA TODAY WEEKEND
HURRICANE MARIA
Mueller seeks firing records
Come inside the fury

The New York Times
NEW YORK, SUNDAY, SEPTEMBER 6, 2015
Emails Reveal Academic Ties In a Food War
Industry Swaps Grants for Lobbying Clout
By ERIC LIPTON

1. The *Local News* is a local/smaller newspaper; the *USA Today Weekend* is a national newspaper; and *The New York Times* is an international newspaper.

1 What is the difference between the three newspapers?

2 What kind of news is presented in each of them? 2. Information related to a specific neighborhood/city/state, news related to different states and national and international news, respectively.

3 Which one would you like to read? Why? Open answers.

2 **Do some research and take notes of your findings.** Open answers.

1 Why is it that some news become international?

2 What kind of national news is more likely to become international?

3 Does the international press give more attention to specific kinds of news? Why?

3 **Think about how your country is usually depicted in international news and discuss.** Open answers.

1 Is the news usually positive or negative?

2 Which are the most frequent topics?

3 How can this image affect the way it is presented to the world?

IMAGINE

Imagine reading old news.

👍 ❤ 😀 😮 😕 😠

1 **Research into the concept. Bring your research to be discussed in class.**

2 **Read the text. Then discuss the questions with a classmate.** Open answers.

1 Have you changed your mind about reading old news after reading the text?

2 What kind of news from the past would you like to read? Why?

3 Would you like to know more about the story behind the image in the article?

RTV

Is social media bad for you? The evidence and the unknowns

What the science suggests so far about the impact of platforms such as Facebook, Twitter or Instagram on your mental well-bein

5 January 2019 | By Jessica Brown

Three billion people, around 40% of the world's population, use online social media—and we're spending an average of two hours every day sharing, liking, tweeting and updating on these platforms, according to some reports. With social media playing such a big part in our lives, could we be sacrificing our mental health and well-being as well as our time? What does the evidence actually suggest?

Since social media is relatively new to us, conclusive findings are limited. The research that does exist mainly relies on self-reporting, which can often be flawed. Below are some findings of some of the science so far:

ANXIETY

Researchers have looked at general anxiety provoked by social media, characterized by feelings of restlessness and worry, and trouble sleeping and concentrating. A study published in the journal Computers and Human Behaviour found that people who report using seven or more social media platforms were more than three times as likely as people using 0-2 platforms to have high levels of general anxiety symptoms.

STRESS

People use social media to vent about everything from customer service to politics, but the downside to this is that our feeds often resemble an endless stream of stress, which is characterized by muscular and stomach problems and elevated blood pressure, among other symptoms.

DEPRESSION

Two studies involving more than 700 students found that depressive symptoms, such as low mood and feelings of worthlessness and hopelessness, were linked to the quality of online interactions. Researchers found higher levels of depressive symptoms among those who reported having more negative interactions. A similar study conducted in 2016 involving 1,700 people found a higher risk of depression and anxiety among people who used the most social media platforms. Reasons for this, they suggested, include cyberbullying, having a distorted view of other people's lives and feeling like time spent on social media is a waste.

CONCLUSIONS?

It's clear that, in many areas, not enough is known yet to draw many strong conclusions. However, the evidence does point one way: social media affects people differently, depending on pre-existing conditions and personality traits. If any of these symptoms are identified it is advisable to reduce the use of social media and, in some cases, look for professional help.

Adapted from <http://www.bbc.com/future/story/20180104-is-social-media-bad-for-you-the-evidence-and-the-unknowns>. Accessed on December 18, 20

1 Read the news story and answer the questions.

1 What is the news story about?

The effects of social media on people.

2 Which illnesses are mentioned more thoroughly?

Stress, anxiety and depression.

3 According to the text, there is a higher risk of depression and anxiety among some people who use social media. What are the reasons for it?

Cyberbullying, having a distorted view of other people's lives and feeling like time spent on social media is a waste.

4 What should people do if any of the symptoms are identified?

They should reduce the use of social media and, in some cases, look for professional help.

2 Relate the symptoms below to the illnesses mentioned in the text.

1 feelings of restlessness and worry

anxiety

2 low mood

depression

3 muscular and stomach problems

stress

4 trouble sleeping and concentrating

anxiety

3 Correct the statements according to the text.

1 Studies on social media effects are conclusive.

Studies on social media effects are inconclusive.

2 People who use eight social media platforms are five times more anxious than people who use up to two platforms.

People who use seven or more social media platforms are more three times as likely as people using 0-2 platforms to have high leve general anxiety symptoms.

3 Depressive symptoms are related to all internet interactions.

Depressive symptoms are related to negative internet interactions.

4 The effects of social media are the same for everybody.

Social media affects people differently, depending on pre-existing conditions and personality traits.

4 Complete the chart with words from the text.

prefixes	suffixes
unknowns research downside pre-existing	relatively mainly likely endless anxiety restlessness hopelessness worthlessness personality differently advisable professional

5 **Match the columns to write complete sentences. Follow the example.**

re-	~~agree~~	when I last saw him on that online magazine
un-	grate	on the news to be ~~reported, we'll need an~~ extra meeting
~~dis-~~	act	for everything that you have—just read the newspaper and you'll see how bad things can be
-er	humor	color for an astronaut uniform
-ful	usual	stories; I think they are all fake and I don't like them
-ous	strong	the way we expected—he was too calm for such breaking news

1 If people disagree on the news to be reported, we'll need an extra meeting.

2 He didn't react the way we expected—he was too calm for such breaking news.

3 This is an unusual color for an astronaut uniform.

4 He was a bit stronger when I last saw him on that online magazine.

5 I can't read humorous stories; I think they are all fake and I don't like them.

6 You should be grateful for everything that you have—just read the newspaper and you'll see how bad things can be.

6 **Complete the TV breaking news with future tenses of the verbs in parentheses.**

BREAKING NEWS

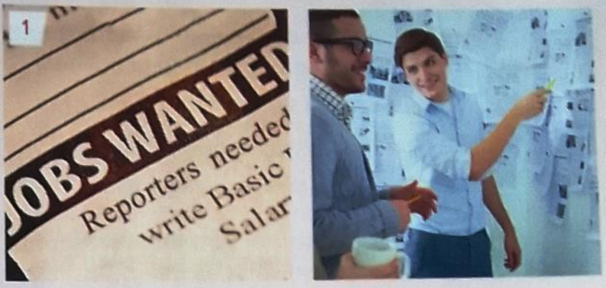
Dear colleagues, today we are here to celebrate the beginning of a new era.
Our first trip to Mars (1) is going to happen (happen) next weekend, as everything is ready and set.

I (2) am meeting (meet) you now, as planned, to give more information about The Marsennial.
It (3) won't take (take – neg.) long, I promise.

I (4) will show (show) you the latest images of the hotel and the people who (5) are going to work (work) there. Please join me in saying hello to them.

7 **Look at the images to tell a chain story. Follow the example.** Suggested answers.

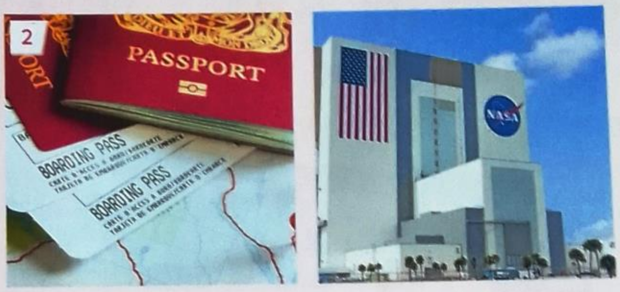
1



I'm going to look for a job as a journalist.

I'll probably work in a newsroom.

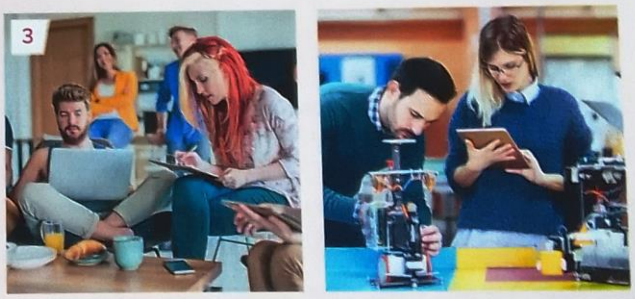
2



I'm going to travel to the U.S.

I'll probably visit the Kennedy Space Center.

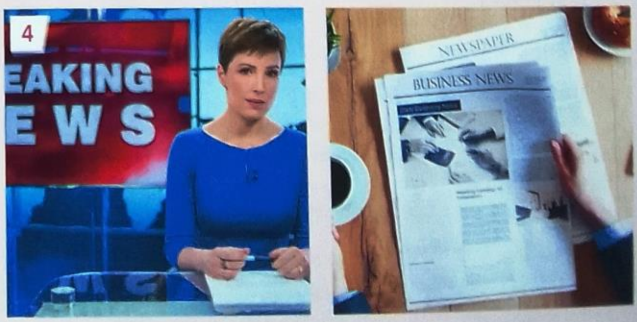
3



I'm going to study hard to enter university.

I'll probably be an engineer.

4



The TV reporter is going to talk about the breaking news.

The newspaper will probably talk about the same news tomorrow.

Extension

Review 8

1 57 Listen to the news of a radio broadcast and match them to their corresponding headlines.

a [3] What to wear on Mars?
b [1] Alligator runs through empty Florida.
c [2] And the all-you-can-eat buffet is over.

2 Complete the conversation with the words from the box. Some of them won't be used.

(how) many (how) much
a few a little
a lot of some

Tom: I've heard everyone is crazy about this trip to Mars.

Hans: I know! (1) A lot of/Many people are trying to book it.

Tom: But no one will be successful. All the rooms are taken. I guess they can book only for next year.

Hans: Wow! It's (2) a lot of time. I think (3) some/many/ a lot of people would do anything to go.

Tom: Yeet. We were lucky to book our trip last year.

Hans: We sure were. Is everything ready for the trip?

Tom: No, not yet. (4) How much space do you have in your bag?

Hans: Not (5) much... Why?

Tom: I still have so (6) many things to pack.

Hans: Hmm...

Tom: I have (7) a lot of/many socks and (8) some/a few/ a lot of/many T-shirts too.

Hans: (9) How many socks?

Tom: Er... twenty pairs.

Hans: What? Why do you need twenty pairs of socks in space?

Tom: Open answers.

3 Complete Tom's answer. Be creative. Open answ

4 Match the halves to make complete sentences.

1 This is the man whose...
2 The new car that...
3 I don't know which...
4 I saw Ann in the shop where...
5 The old lady who...
6 Rusty is the dog that...

a [4] you bought your black dress.
b [6] saved our daughter from a snake.
c [5] lives next door was a famous actress.
d [1] daughter won the tennis championship.
e [2] I bought runs on petrol and gas.
f [3] smartphone is yours.

5 What do these words refer to? Look at the dialogue in activity 2 and answer. Follow the example.

1 everyone people who are crazy about the trip
2 no one people who won't be successful in booking a reservation
3 anything what people would do to go
4 everything what is ready for the trip

6 Add the correct prefix from the box to the wor to complete the sentences.

dis fore ir mis non pre re

1 Carol was dissatisfied with the customer service of the store.
2 Eva thought she was cured, but the cancer reappeared last month.
3 I didn't understand a word he was saying. It was total nonsense to me!
4 Nathan was irresponsible to leave his 5-ye old son alone at the party.
5 It is very difficult to foresee what is going to happen in this country.
6 Some people misinterpret his shyness as arrogance.
7 My sister started preschool last semeste

7 Join the sentences using the relative pronouns in parentheses to make defining relative clauses.

1 The man gave us wrong directions. He is very impolite. (who)

The man who gave us wrong directions is very impolite.

2 *My Chef* is a reality show. It selects the best cooks in the country. (that)

My Chef is a reality show that selects the best cooks in the country.

3 That is a bridal store. I bought my wedding dress there. (where)

That is the bridal store where I bought my wedding dress.

4 That man is a teacher. His son is a professional soccer player. (whose)

That man is the teacher whose son is a professional soccer player.

5 This is a historical novel. Chloe lent it to me. (which)

This is the historical novel which Chloe lent to me.

6 I can't find the necklace. I got it for my birthday. (that)

I can't find the necklace that I got for my birthday.

7 That is her neighbor. I saw his dog yesterday. (whose)

That is her neighbor whose dog I saw yesterday.

8 This is a movie theater. I've watched a lot of movies here. (where)

This is the movie theater where I've watched a lot of movies.

8 Check the correct options to complete the words.

1 Mom and I often ______agree, but we love each other.

a ☐ mis b ☑ dis c ☐ re

2 It's incred______ that they all survived the shipwreck.

a ☐ ness b ☐ ful c ☑ ible

3 Arthur escaped ______hurt from the car accident.

a ☐ non b ☐ im c ☑ un

4 The population is feeling hope______ about the future of the country.

a ☑ ful b ☐ ly c ☐ ness

5 The current economic crisis has increased the unemploy______ rate.

a ☑ ment b ☐ ful c ☐ ness

6 Don't be so ______patient! Rome wasn't built in a day.

a ☐ il b ☑ im c ☐ non

9 Complete the paragraphs with the correct prefixes and suffixes.

1 That new social media website is ___un___believ___able___! You can find a lot of inform___ation___ on your friends and family. Even that old teacher from ___pre___school. It's just amazing.

2 Some schools are ___re___inventing the way people read the news. Instead of a power___ful___ smartphone to access the latest stories in seconds, they are printing pages and distributing them among students at school.

3 Young adults are joining NGOs that aim at caring for life on Earth. They also fight ___il___legal and ___ir___regular trips to other planets.

4 People that are planning to visit Mars have to ___pre___order a ticket that is supposed to allow entry in the main pave___ment___. From there, there'll be an incred___ible___ spectacle of lights.

10 These pieces of news were taken from different sources. Complete them with a relative pronoun and the verbs in the gerund or infinitive.

that which who whose

bring build leave pay take

1 As for the man ___who/that___ entered the contest to get a ticket to Mars, he decided ___to leave___ it before the end. Well, that's a pity because he was one of the best candidates.

2 People all around the globe are trying to book a trip to The Marsennial, ___which___ is the hotel everybody is talking about. Unfortunately, what some people want ___to pay___ is not always enough.

3 As stated in our website, avoid ___bringing___ too many things. For any further questions, write to the guide ___who/that___ is in charge of the tour. Reach us at info@themarsennial.net.

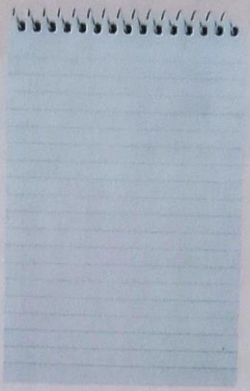
4 ___Building___ the first hotel will allow anyone ___who___ wants to participate in the great adventure, not forever, but just to experience the incredible journey and then go back home to our beautiful planet Earth.

5 The first spacecraft ever to make the journey from Earth to Mars was NASA's Mariner 4, ___which___ launched on November 28, 1964 and arrived on Mars on July 14, 1965, successfully ___taking___ a series of 21 photographs.

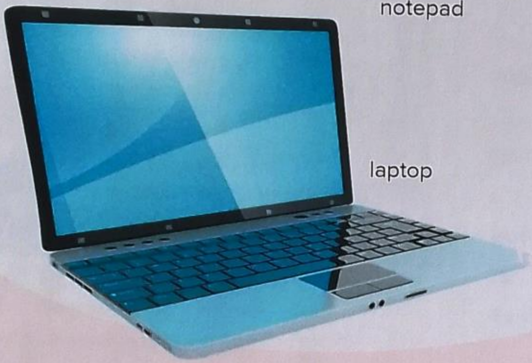
Makerspace The School Newspaper

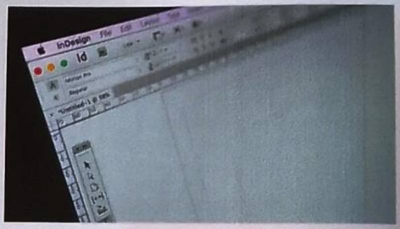
Basic Supplies

camera


notepad

recorder


laptop



design software

Action

1 Work in groups and discuss the topics to be covered in the school newspaper.

2 Decide on the content/sections that will be included in the newspaper.

3 Discuss the possible roles of each student according to the profile of each member of the group (photographer, journalist, graphic designer, writer etc.).

4 Go into the field and interview people, take pictures and collect all the necessary material.

Problem-solving

- Could you interview people that speak English?
- If a student couldn't get the expected results, what can the group do to help him/her?
- Did you get all the necessary information for all the sections you wanted to include?
- Have you included a new section after collecting all the material you need? If so, who will be responsible for it?

5 Have the graphic designer typeset the newspaper. Together, help decide on the layout, font type and size.

6 Proofread the final version of the newspaper to make sure all the content was included properly and that there are no typos.

7 Decide on how you are going to distribute the printed copies.

8 Print out copies and start distributing the newspaper. Don't forget to place one on the bulletin or communication board at school.

Problem-solving

- How did you decide on the number of copies?
- Are you going to print it out at school, at home or a a specialized printing company?
- Did you find any typos or mistakes in the final version? Did you have time to correct them?

Assessment

- Was working at a newspaper exciting?
- What kind of problems did you face that you hadn't anticipated?
- Would you do anything differently the next time you h to write a newspaper?
- Would you like to keep on doing the school newspap

Video Shake My Beauty

1 The words in the box have been used in the video. Based on what you have watched, write them on their correct definitions. There is one extra word.

disgusting foundation illness painful splotchy spot

1 a raised, pale red circle on the skin that is temporary spot
2 a type of makeup that is spread over the skin of the face, usually before other makeup is put on foundation
3 unpleasant, causing a strong feeling of dislike disgusting
4 full of marks with irregular shape splotchy
5 causing emotional or physical pain painful

2 Watch the video again and write sentences to refer to it by it using the words given.
Suggested answers.

cover	Hayley would use makeup to cover her spots.
house	Hayley wouldn't leave the house without makeup.
pretty	Hayley felt like she wasn't pretty.
embarrassed	Hayley is not embarrassed anymore.
help	Hayley uses social media to help others who have acne.

3 Watch the video again and complete the sentences.

1 Hayley felt overwhelmed when she first started seeing her acne spread.
2 Hayley felt gross when her acne was at its worst.
3 Hayley got a lot of hate when she started posting more without any foundation.
4 Hayley received negative comments telling her to clean her face.

4 Answer the questions about the video.

1 Why did Hayley decide to stop wearing foundation?
Because she felt she was hiding herself and wasn't expressing who she really was.

2 How has Hayley's view of herself changed?
She used to feel bad about not wearing makeup at first, but now that she decided to stop doing it, she doesn't feel embarrassed anymore.

5 Project Time! Follow your teacher's instructions and do as proposed.
Open answers.

CLIL What Is Effective Communication? (Academic Skills)

1 **Work in pairs and discuss.** Open answers.

1 How do you communicate?

2 Is there anyone you have problems communicating with? If so, what goes wrong?

2 **Read the text and write topics on how to have effective communication.**

GOOD COMMUNICATION

Do people always understand what you say? Do you get the correct idea when you listen to someone? That's why it is important to think about effective communication. It happens when you are clear about what you mean. Your ideas are understandable to others and you show respect for yourself and for them. If you want to communicate well, don't forget to:

- be kind, so people feel respected;
- try to say what you want in a few, focused words;
- decide what you want the result to be;
- speak up and keep eye contact;
- use body language to help with communication;
- express how you are feeling;
- ask questions to see if people understand what you have said;
- ask for their opinion;
- think about the person you are talking to, your relationship with that person and if it is a formal or an informal situation.

Suggested answers:
- be kind, concise and focused
- decide what you want the result to be
- speak up, keep eye contact and use body language
- express how you are feeling
- ask questions and for people's opinion about the topic of the conversation
- use formal or informal language according to the context

3 **Circle the questions that help you communicate better.**

What do I like?

[✓ Who am I talking to?]

[✓ What do I want to say?]

[✓ How do I feel?]

[✓ Can we agree on an outcome?]

[✓ How does the other person feel?]

[✓ Is my body language consistent with my speech?]

Have I fed my pet?

[✓ Am I being respectful?]

4 **Answer the following questions individually. Use the space below to make notes.**
Open answers.

1 Do you think that communicating with people fr other countries is more difficult?

2 How can you communicate better when you speak different languages?

5 **Check the groups that you belong to. Then work with a classmate and compare your answers.**
Open answers.

Group	Me	My classmate
Family		
School		
Friends		
Sports		
Volunteering		

6 **Read the text, choose three groups from activity 5 and analyze how cohesive your communication in each group is.** Open answers.

COHESIVE COMMUNICATION

Particles in matter are united to each other by means of a molecular force called cohesion. This force of attraction exists under certain rules. In a team or group of people, cohesion is what keeps members together and gives them a sense of belonging while working towards a common goal. Groups have rules too! Cohesion is also evident in narratives when they are solid, effective and grammatically correct.

Cohesion in communication happens when ideas are connected to each other in a way that makes sense and the choice of words and expressions is appropriate. Grammar guides correct communication because they establish rules that the members of a community have accepted and shared.

From this perspective, language is the common ground where people exchange information. It allows the creation of links between people when communication flows effectively.

1

2

3

7 **Have you ever broken a rule in a social group? Get into groups of four and discuss.**
Open answers.

1 What group was it?
2 What was the rule you have broken?
3 Why have you broken it?
4 What was the consequence?
5 Have you broken that rule again?

8 **Get into groups of three. Create a poster summarizing what cohesive communication is for you and what you learned about it.**
Open answers.

Language Reference Unit 5

Be + *Going to*

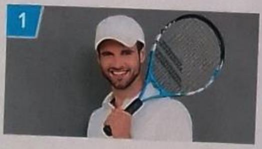
Affirmative			Negative			Interrogative		Short Answers
I	**am/'m**	**going to drink** water.	I	**am not/'m not**	**going to sleep.**	**Am** I	**going to walk** in the park?	Yes, I **am.** / No, I**'m not.**
You	**are/'re**		You	**are not/aren't**		**Are** you		Yes, you **are.** / No, you **aren't.**
He	**is/'s**		He	**is not/ isn't**		**Is** he		Yes, he **is.** / No, he **isn't.**
She			She			**Is** she		Yes, she **is.** / No, she **isn't.**
It			It			**Is** it		Yes, it **is.** / No, it **isn't.**
We	**are/'re**		We	**are not/ aren't**		**Are** we		Yes, we **are.** / No, we **aren't.**
You			You			**Are** you		Yes, you **are.** / No, you **aren't.**
They			They			**Are** they		Yes, they **are.** / No, they **aren't.**

Be + ***going to*** is used to talk about **plans.**

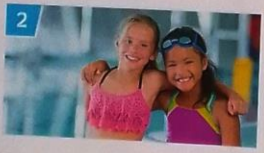
I **am going to study** abroad next year.
What **are** you **going to do** at the weekend?

1 **Look at the images and complete the sentences with the affirmative or negative forms of be + *going to* an the verbs from the box.**

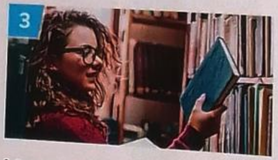
go have listen play ride swim



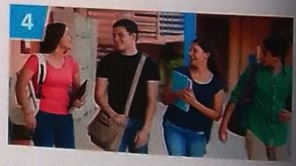
1 Oliver is going to play tennis.



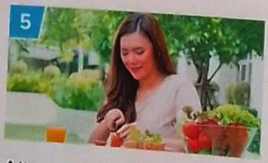
2 The kids are going to swim.



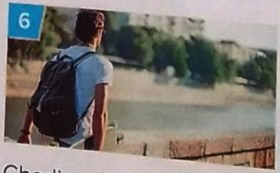
3 Maya isn't going to listen to music.



4 They aren't going to go to a party.



5 Alice is going to have a snack.



6 Charlie isn't going to ride a bike.

Unit 6

Will x *Going to* x Present Continuous with Future Meaning

It is possible to use **will**, ***going to*** or the **present continuous** to **talk about the future.**

Be + Going to

Be + going to is used to talk about **plans** or when there is **evidence that something is going to happen**.

Kevin **is going to study** abroad next year. (plan)
Look at Ann's belly. She **is going to have** her baby soon. (prediction based on evidence)

Will

Will is used to make an **offer**, a **promise**, a **request** or to express a **decision made at the moment of speaking**.

Are you cold? I **will close** the window. (offer)
Trust me. I **won't be** late. (promise)
Will you **open** the door for me, please? (request)
The phone is ringing. I**'ll answer** it. (decision just made)

Present Continuous

The **present continuous** is used to talk about future arrangements.

I**'m seeing** the doctor tomorrow at 3 p.m.

1 **Match the sentences and their replies.**

1 **A:** Will you help me carry this box?
2 **A:** You shouldn't have lied to me.
3 **A:** I'm really thirsty.
4 **A:** It's Edward's birthday today.
5 **A:** Are you free tonight?
6 **A:** Is that your doorbell?

a 4 **B:** Really? I'll buy him a present.
b 5 **B:** Sorry, I'm going to do a school project.
c 6 **B:** Yes. I'll see who it is!
d 2 **B:** I promise I won't do it again.
e 1 **B:** Sure! I'll carry it for you.
f 3 **B:** I'll get you some water.

Would Like

Use ***would like*** + **infinitive** to express **desires**.

I **would like to go** home now.
I **wouldn't like to stay** at home.
Would you **like to go** out with me?

4 **Complete the sentences with *would like* or *wouldn't like* and the phrases from the box.**

buy a tablet | dance | do anything | go to the gym | watch it | work next week

1 Jack is feeling tired. He wouldn't like to go to the gym/wouldn't like to do anything.
2 Paula is feeling happy. She would like to dance.
3 Harry is feeling lazy. He wouldn't like to do anything/wouldn't like to go to the gym.
4 I got some money for Christmas. I would like to buy a tablet.
5 A new movie has been released. I would like to watch it.
6 Gracie needs to take a break. She wouldn't like to work next week.

Unit 7

Relative Pronouns

Relative pronouns are used to **introduce a relative clause** and **give more information about someone or something**. The relative pronoun we use depends on what we are talking about.

Who

The relative pronoun ***who*** refers to **people**.

This is the woman **who** works at the animal shelter.

Which

The relative pronoun ***which*** refers to **animals** or **things**.

I want to adopt this dog, **which** was rescued yesterday.
You should check the box **which** says "yes".

That

The relative pronoun ***that*** refers to **people**, **animals** or **things**. It is usually used in informal English.

I have a brother **that** won the lottery twice.
Tina is the cat **that** we have adopted.
This is the computer **that** I told you about.

Where

The relative pronoun ***where*** refers to **places**.

This is the neighborhood **where** I was born.

Whose

The relative pronoun ***whose*** refers to **possession**.

I met a man **whose** son plays tennis professionally.
The house **whose** roof was damaged is going to be repaired.

Defining and Non-defining Relative Clauses

Relative clauses add extra information to a sentence. They are divided into **defining** and **non-defining relative clauses**.

Defining Relative Clauses

Defining relative clauses are **essential for a sentence** because they define who or what it refers t

The movie **which we saw yesterday** was great.
The movie **that we saw yesterday** was great.

If we remove the relative clause, it is not clear which movie the sentence is about.

We can only use ***that*** to replace ***who*** and ***which*** in defining relative clauses.

We **do not use commas** in defining relative clauses.

Non-defining Relative Clauses

Non-defining relative clauses provide **extra information** about something or someone.

Dr. Parker, **who is a famous surgeon,** operated on m knee.
China, **which is developing quickly,** produces more energy than any other country.

If we remove the relative clauses, the sentences still have meaning.

We **use commas** to separate non-defining relative clauses from the rest of the sentence.

1 **Complete the sentences with the correct relative pronoun.**

1 My father is the man ___who/that___ is wearing a green shirt.
2 This is the building ___where___ Mom works.
3 Tom works for a company ___whose___ head office is in Toronto.
4 The 9 a.m. train is the one ___which/that___ goes to London.
5 Susan is marrying a man ___whose___ family comes from Spain.
6 This is the first house ___which/that___ Grandpa built.
7 The musician ___who/that___ composed this song was from Germany.
8 The hotel ___where___ I stayed in Paris wasn't very clean.

2 **Complete the sentences with the phrases from the box and *who*, *which*, *where* or *whose*.**

is 90 years old | office overlooks the city | son works at NASA | was built in 1923 | was painted by Vincent van Gogh | they spent their honeymoon | was set in India

1 The company director whose office overlooks the city was abroad on business.
2 My grandmother, who is 90 years old, lives alone and does all the housework.
3 This romantic comedy, which was set in India, will be released in December.
4 Harry and Ella have just come back from Venice, where they spent their honeymoon.
5 *Starry Night*, which was painted by Vincent van Gogh, is in the Museum of Modern Art in New York.
6 The famous Hollywood sign, which was built in 1923, is one of the city's most important landmarks.
7 Our Science teacher, whose son works at NASA, is going to retire next year.

Unit 8

Prefixes and Suffixes

Prefixes

A **prefix** is a set of letters that is **added to the beginning of a word** and **changes its original meaning**.

It's just **im**possible to do this!
Leah had an **un**happy childhood.

Word	Prefix	Meaning	New Word
honest	***dis-***	not, opposite of	**dis**honest
head	***fore-***	before	**fore**head
legal	***il-***	not, opposite of	**il**legal
possible	***im-***	not, opposite of	**im**possible
regular	***ir-***	not, opposite of	**ir**regular
understand	***mis-***	wrongly	**mis**understand
violent	***non-***	not	**non**violent
school	***pre-***	before	**pre**school
discover	***re-***	again	**re**discover
happy	***un-***	not, opposite of	**un**happy

Suffixes

A **suffix** is a set of letters that is **added to the end of a word** and **changes the way a word fits into a sentence grammatically**.

It's sad to see so many home**less** people in the streets.
You shouldn't do this! It's danger**ous**!

Word	Part of Speech	Suffix	New word	Part of Speech
advise	noun	***-able***	advis**able**	adjective
profession	noun	***-al***	profession**al**	adjective
inform	verb	***-ation***	inform**ation**	noun
teach	verb	***-er***	teach**er**	noun
power	noun	***-ful***	power**ful**	adjective
credible	adjective	***-ity***	credibil**ity**	noun
home	noun	***-less***	home**less**	adjective
safe	adjective	***-ly***	safe**ly**	adverb
govern	verb	***-ment***	govern**ment**	noun
sick	adjective	***-ness***	sick**ness**	noun
danger	noun	***-ous***	danger**ous**	adjective

1 **Check the correct options to complete the words.**

1 Mom and I often ______agree, but we love each other.
a ☐ mis b ☑ dis c ☐ re

2 The population is feeling hope______ about the future of the country.
a ☑ ful b ☐ ly c ☐ ness

Glossary

UNIT 5

acclaimed publicly celebrated

awareness knowledge or perception of a situation

benefit advantage or help that someone gets from something

bid an attempt to get something

biennial happening once every two years

deliver to take something to a particular place or person

disabled having a physical or mental condition that limits movements or activities

donate to give money or goods in order to help a person or a cause

elderly old or ageing

fund a sum of money saved for a particular purpose

handicraft decorative objects made by hand in a skillful way

homeless being without a home, therefore living on the streets

indescribable too unusual to be rightly described

quotation words taken from a text and repeated by another person

raise to collect

refugee a person who has been forced to leave their country to escape war, persecution or a natural disaster

senior an elderly person

shelter a place that gives temporary protection from weather or danger

strengthen to make stronger

volunteer someone who is willing to help or do a job without being paid

UNIT 6

achieve to obtain something by effort

afford to have enough money to pay for something

arrangement a plan or preparation for a future event

chase to try to obtain

chore a routine task, especially a household one

costume clothes that make people look like an animal, a character, a famous person etc.

downtown the center or business area of a city

fulfill to achieve something one wished for

ground to punish someone by not allowing them to do something

lifelong existing or remaining through a person's life

oil lamp a lamp that uses oil for fuel instead of electricity

realize to achieve

role model a person seen by others as an example to be imitated

shift a period in which a worker does the same job

sibling brother or sister

space shuttle a form of transport that travels in space

spare extra, not in use or occupied at the present time

stroller a small chair on wheels in which a baby or small child is pushed along

UNIT 7

background the situation that explains why something happens in a certain way

character a person or animal in a novel, play or movie

depict to describe something linguistically or show it visually

fictional invented for the purposes of fiction

genre a style or category of literature

launch to introduce a product to the public

misprint an error in printed text

proofread to read and mark any errors

release to make available to the public

review a critical analysis of a book, play, movie etc.

setting the place and time in which the story of a play, novel or movie happens

siren equipment that makes loud warning sounds

submit to present a proposal to someone in authority for them to approve

translate to rewrite a text from one language into another

UNIT 8

amenity a desirable facility in a building

beforehand in advance

breaking news newly received information about an event that is happening

decline to diminish in quantity

grant to give

impartial neutral, unbiased

major important

means method

printed reproduced on paper

report a written description of an event or a situation

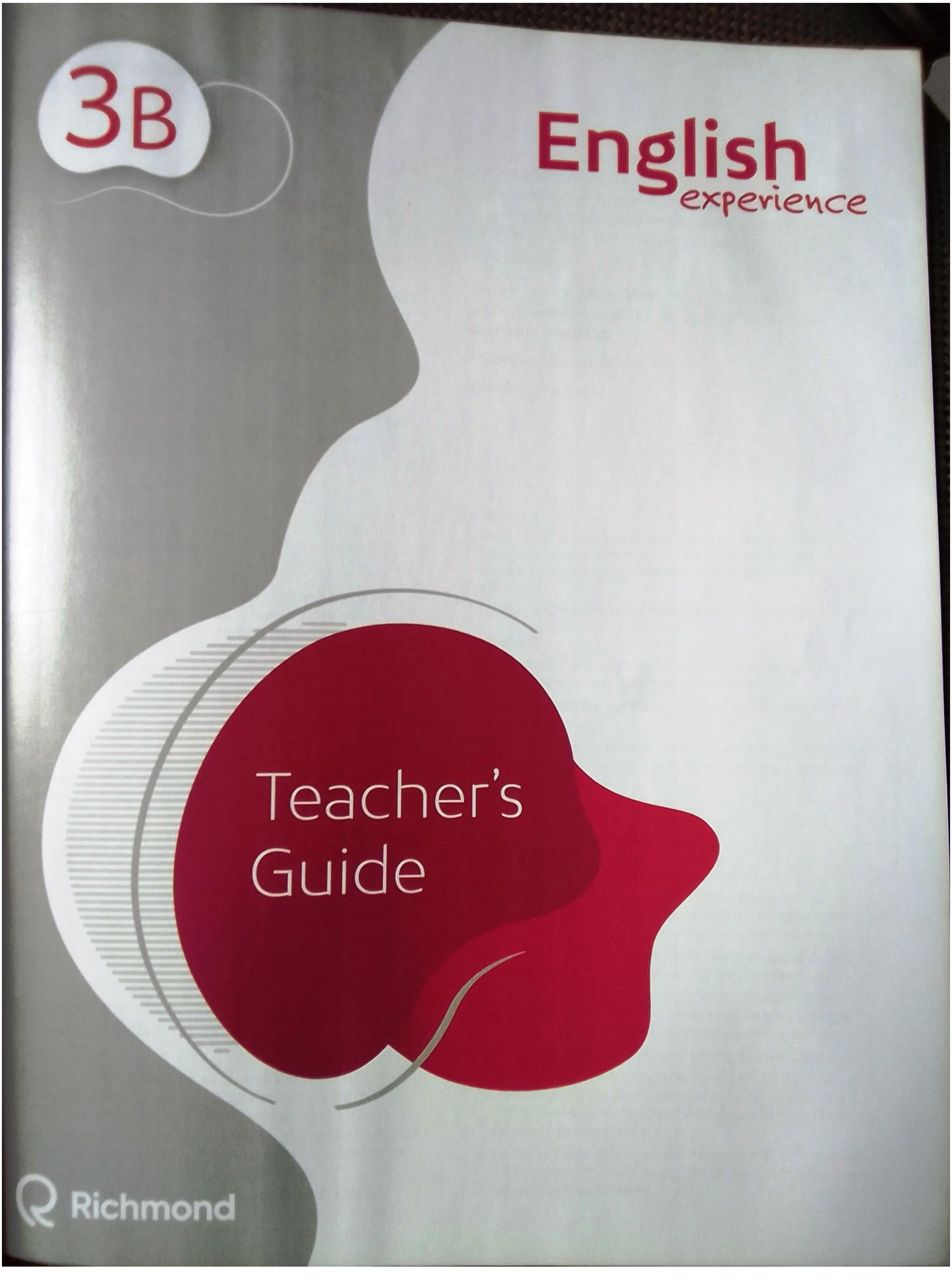
respondent someone who answers questions in a survey

spread to distribute

trend a tendency

unique special; one of a kind

vent to express strong emotions negative feelings



3B

English
experience

Teacher's Guide

Richmond

5 Volunteering for a Better World

Objectives:

- Discuss types of volunteer work and what motivates people to help others.
- Talk about the benefits of volunteer work.
- Talk about plans for the future.
- Investigate different areas in which students can volunteer.
- Reflect on ways of helping refugees in students' country.
- Reflect on what life is like in a place where people do not work for money.

Language:

- collocations (build relationships/schools/shelters, contribute to a better world, develop skills, make handicrafts, donate blood/food/money, promote personal growth, provide care, raise awareness/funds/salaries, strengthen community involvement/measures/relationships, support a cause/an organization/the community)
- future with be + *going to*

Digital Content: First Move image gallery and video, **Imagine** text (**RTV**); Extra Interactive Activities (**Learning Platform**).

Workbook: pages 18 and 19.

Makerspace: page 22.

Pages 6 and 7

Opening Pages

Shorter Version

- Have students open the book to pages 6 and 7, look at the opening image and explain how it relates to the title of the unit. Help them notice that the tree is heart-shaped and have them speculate on what message this may convey.
- Draw students' attention to the questions, read them together and clarify any doubts they might have. Discuss the questions with the whole class.

Longer Version

- Have students open the book to pages 6 and 7, look at the opening image and describe what they can see. You can provide them with model sentences such as "I can see a..." or "The image shows a..." to help them with the task.
- Organize students into small groups and have them explain how the image relates to the title of the unit. Allow them some time to discuss and then open the discussion to the whole class.
- Have students read the questions and clarify any doubts they might have. Have them answer the questions in the same small groups. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.

Pages 8 and 9

First Move

Activity 1

- Draw students' attention to the images and ask them what they can see. Help them connect the images to the topic of the unit (Volunteering for a Better World.).
- Organize students into small groups. Have them discuss and answer the questions in their groups. Allow them some time to do the activity. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.

Activity 2

- Have students read and answer the questions individually. Then ask the questions to the whole class and instruct students to give a show of hands if they answered in the affirmative.
- Ask for volunteers to justify their answers to the class.

Activity 3

- Tell students that they are going to watch a video in which Josh and Jade explain how they help others.
- Have them read the questions and clear up their doubts if necessary.
- Play the video once for students to answer the questions. Ask them to compare their answers with a classmate. If necessary, play the video again.
- Check answers with the whole class.

Transcript

Narrator: Josh Coombes is a hairdresser who wants to make a small difference to people's lives. He volunteers his time and skills giving free haircuts to the homeless.

Josh: I'm a hairdresser and recently I've been going out on the street to cut hair for those who are homeless.

Narrator: Josh started a project called *Do Something for Nothing*. He wants to show people that helping others is good for the community and makes you feel good too.

Josh: "So the last time you got your hair cut was two years ago?" *Do Something for Nothing* was born in 2015. This is when I started going out on the street with my scissors to cut hair for people who need it... and I always wanted other people to get involved.

Narrator: So that people can see the work that Josh is doing in his community, he uploads "before and after" photos of the people that he helps.

Josh: Out of a hundred people who like a photo or a thousand people who see a video, you don't know which one of those is going to go "actually, I feel like this is for me too".

Narrator: One person who saw Josh's posts is Jade, a vet who wanted to help. Jade helps homeless people look after their dogs. Often, Jade and Josh will go out volunteering together. Volunteering lets Josh and Jade help people and also meet people and make friends. Today, Josh and Jade are going to go to East London to see what they can do to help in the community. A big part of Josh and Jade's work is speaking to people in the community and learning about their lives. Even conversations can make a positive difference to someone's day.

Josh: Just stop and talk to someone, alright? Just stop and just see how someone is doing, try and build some community, some friendship. I think that's really, really important, isn't it, mate?

Narrator: Even if you don't have money, speaking to people, asking them about their day will make people smile.

Josh: You know, you don't have to solve every one of their problems. You can just say "hello" and smile and recognize that they're... whatever situation they're in, they are a person.

"There we go, mate. Take a look at that. It's nice, huh? Faded up the sides into the top."

Man: Yeah, that's how I like it... That's fine.

Josh: Cool. Nice one, mate.

Man: Nice one. Thank you! Thank you!

Josh: It's really about connecting with people, it's about what you get in return, like, I'm the happiest I've been doing this and it's OK to recognize that.

Narrator: Helping people has made Josh happy. Do you think there is something you could give to your community?

Setting the Pace

- ▶ Before starting the activity, ask students to close the book.
- ▶ Tell them that they are going to watch a video about Josh and Jade, two people who help others.
- ▶ Explain to students that they are going to watch the video without sound and that they should try to understand what Josh and Jade do to help others.
- ▶ Play the video without sound for them to do the activity. Organize students into pairs and have them share their guesses. Elicit answers from them, but do not confirm or correct the answers yet.
- ▶ Tell students they are going to watch the video with sound this time and ask them to check their guesses about how Josh and Jade help others and take notes on how they feel about it, the name of the project, their professions etc. Instruct them to write down keywords only.
- ▶ Play the video for students to take notes. If necessary, play it again. Have them compare their notes with a classmate.
- ▶ Finally, tell them to open the book and do activity 3. If necessary, play the video one more time. Check the answers orally.

Activity 4

- Tell students they will watch the video again and complete the sentences. Have them read the sentences and ask them if they can remember any piece of information to complete the sentences.
- Play the video one more time so students can check their answers and complete the missing blanks. Ask them to compare their answers with a classmate.
- Check answers with the whole class.

Activity 5

- Read the questions with students and help them with meaning as needed.
- Organize students into pairs and have them discuss the questions.
- Elicit answers from some volunteers and encourage them to justify their opinions. If students show interest in the topic, open the discussion to the whole class.

Activity 6

- Have students read the comments and help them with meaning as needed. Ask them if they agree or disagree with any of them and why.
- Draw their attention to the blank space at the end of the section and instruct them to write their own comment about the video there. Monitor and help as needed.
- Ask for some volunteers to read their comments to the class

Extra Activity

- ▶ Before the class, prepare a set of small paper squares or sticky notes. Make sure you have enough so each student gets five pieces.
- ▶ Instruct students to spread their books around the classroom. Ask them to walk around, read some of their classmates' comments and write a comment in reply in their books. Explain that they should use the pieces of paper or the sticky notes for that. Monitor and help as needed.
- ▶ Instruct students to retrieve their books and read the comments left by their classmates.
- ▶ Ask for volunteers to share their favorite comment with the class.

Activity 7

- Ask students what they would like to know about volunteer work. Allow them some time to come up with an appropriate question. Monitor and help them with vocabulary as needed.
- Organize students into small groups and have them share their questions with their classmates, who will try to answer them. If they cannot answer the questions, assign the research of the answer as homework.
- In the following class, have students work in the same gr and share what they found out in their research. Discuss findings and encourage them to keep on asking questions and finding answers—about the topic.

Page 10

Language 1

Activity 1

- Explain to students that they should match the verbs in the box to the words or expressions in each item to make collocations.
- Organize students into pairs and give them some time to carry out the task.
- Check answers with the whole class.

Activity 2

- Instruct students to complete the chart to form expressions to talk about volunteering. Advise them to use a dictionary for support. Monitor and help as needed.
- Check answers orally with the whole class.

Tip

Explain to students that collocations are combinations of words that usually go together and show them that, in this lesson, they are learning some verb + noun collocations. Tell them that good learner dictionaries can help them find words that collocate together because they include example sentences that illustrate the most frequent collocations.

Activity 3

- Have students fill in the blanks in the dialogue using the words or phrases from activities 1 and 2. Make it clear to them that they may need to make some changes in the expressions. Monitor and help as needed. Ask them to compare their answers with a classmate.
- Correct the activity with the whole class by having volunteers read the dialogue aloud.

Tip

Instruct students to skim the whole dialogue before filling in the blanks. Explain that this will help them predict which words are missing and guide them in the search for the correct words to fill in the blanks. If after doing this students still find the activity too challenging, you can help them by writing on the board, in a jumbled order, the words and expressions from activities 1 and 2 that will be needed to complete the dialogue.

Activity 4

- Have students complete the sentences with their own ideas. Monitor and help them with vocabulary as needed.
- Organize students into small groups and have them compare their answers and discuss the sentences.
- Correct the activity by asking for volunteers to read their sentences to the whole group.

Page 11

Listening and Speaking

Activity 1

- Tell students that they are going to listen to an ad by a charitable organization called Volunteer Canada and that they should check its objectives. Read the items with students and clear up any doubts they may have.
- Play the track. Ask students to compare their answers with a classmate.
- Check answers with the whole group.

Transcript

In Canada, more than thirteen million volunteers contribute over two billion hours every year. Volunteers support us in everything we do and communities thrive because of it. At Volunteer Canada, we encourage and strengthen community involvement. We work with a broad range of partners to promote and support our shared vision of a vibrant Canada. To learn more, visit the new volunteer.ca, your connection to Canada's volunteering community.

Available at <https://www.youtube.com/watch?v=ubglp4Kihl8>.
Accessed on December 4, 2019.

Further Information

Volunteer Canada – charitable organization founded in Canada in 1977, whose mission is to promote volunteerism and increase civic participation in the country. It works with a variety of government organizations, charities, volunteer centers, businesses, educational institutions and volunteers to promote and facilitate volunteer engagement and provide its expertise in the area.

Based on <https://volunteer.ca/index.php?MenuItemID=317>.
Accessed on December 4, 2019.

Activity 2

- Tell students to read the questions before they listen to the track again and work on meaning as needed.
- Play the track for students to do the activity. Ask them to compare their answers with a classmate.
- Check the answers with the whole class.

Activity 3

- Explain to students that thirty-year-old Ron is a volunteer at Meals on Wheels and explore the meaning of "meals" and "wheels" with them.
- Organize students into small groups and encourage them to speculate about what kind of volunteer program it might be.
- Elicit ideas from students and have them justify them.

Activity 4

- Have students read the items and encourage them to predict which of them explains what Meals on Wheels does.
- Play the track for students to confirm their predictions.
- Correct the activity with the whole group.

Transcript

Meals on Wheels gives me a chance to be totally selfless. More than the food itself, a lot of seniors don't have family. So just to have someone to talk to, just to say "Hey! How was your day?", that means so much more than a meal could ever mean. We have to look outside of ourselves to be that lifeline to other people. It's worth it.

Available at <https://www.psacentral.org/campaign/Meals_on_Wheels_Volunteer_Recruitment>. Accessed on December 4, 2019.

Further Information

Meals on Wheels – nonprofit volunteer-driven program that delivers hot meals or frozen ready-to-microwave meals to elderly or sick people who are unable to prepare their own food. The program, which started in the United Kingdom in 1943, today operates in Australia, Canada, Ireland, the United Kingdom and the United States.

Based on <https://meals-on-wheels.com/>; <https://en.wikipedia.org/wiki/Meals_on_Wheels>. Accessed on December 5, 2019.

Activity 5

- Tell students to read the sentences before they listen to the track again.
- Play the track one more time for them to circle the correct option. Ask them to compare their answers with a classmate.
- Check the answers with the whole class.

Activity 6

- Organize students into small groups to carry out this task. Monitor and help as needed.
- When checking answers with the whole class, ask for evidence for each answer.

Activity 7

- Ask students to work in the same groups to answer the question.
- Check answers with the whole class.

Tip

If you are pressed for time, you may do activities 7 and 8 as a group discussion.

Activity 9

- Play the track and ask students to pay attention to how the word "vibrant" is pronounced in isolation and in a sentence. Have them say what the difference is (The final /t/ is pronounced in "vibrant", but it is not pronounced in the sentence.).
- Play the track again and have them listen and repeat "vibrant" and "vibrant Canada".

Activity 10

- Play the track and have students listen and check the sentences in which the final /t/ is not pronounced.
- Check the answers orally.

Activity 11

- Organize students into pairs and have them decide when th final /t/ is not pronounced.
- Elicit answers from students and, if necessary, draw their attention to the fact that when the final /t/ occurs before a vowel sound or at the end of a sentence, it is pronounced, but when it occurs before a consonant sound or between two consonant sounds, it is not pronounced.

Activity 12

- Play the track and have students listen to the sentences and repeat them.
- Have students practice the sentences in pairs. Monitor and help as needed.

Activity 13

- Have students think of a volunteer program that they would like to start and answer the questions about it. Have them take notes in their notebook.
- Ask students to use the information in the answers to write a text to advertise their volunteer program and ask for volunteers to join it. Remind them to give their programs a appealing name. Monitor and help as needed.

Activity 14

- Explain that students are going to make an advertising vide or audio clip to promote their volunteer program and invite people to join it.
- Instruct students to rehearse and, when they feel more confident, have them record their ads. Alternatively, you ca assign the recording as homework.
- Listen to students' ads and give them feedback.
- Tell them to share their videos or audio clips with the whol class.

Pages 12 and 13

Reading

Activity 1

- Explain to students that they should look at the text to iden its genre and check the correct option.
- Correct the activity with the whole class.

Activity 2

- Have students read the items and work on meaning as needed. Instruct them to do the activity by looking at the te without reading it.
- When correcting the activity, have students justify their answers. If necessary, explain to them that a news article is a written piece about some current event published in a print or electronic medium. It can be easily identified by certain characteristics, such as the presence of an appea headline and sometimes a subheading, images, the autho name, the publication date and quotes. The language in news articles is usually straightforward and the past tens is frequently used. The main idea of the article is usuall introduced in the first paragraph, which also summarize news story, and developed in the subsequent ones.

Activity 3

- Instruct students to read only the headline of the news piece and have them try to guess what it is about.
- Elicit answers from the class and write their contributions on the board.

Further Information

Light Nelson – free community event held biannually during the Nelson Music Festival in the city of Nelson, New Zealand. Artists, scientists, IT specialists and technicians collaborate and use laser technology, digital images, music and performance to create a gallery of outdoor illuminated installations that brighten up the winter in Nelson and enchant the visitors.

Based on <https://lightnelson.org.nz/>. Accessed on December 5, 2019.

Activity 4

- Instruct students to skim the news article quickly to check their predictions.
- Check answers orally with the whole class.

Tip

Skimming and scanning are effective techniques used when one needs to read a text quickly. Both are used for fast reading, but for different purposes. The first is used to go through a text quickly to get its gist while the second is used to find a specific piece of information, like a word in a dictionary.

Activity 5

- Tell students that, for this activity, they will skim the paragraphs quickly to get their general idea and purpose. Give them some time to do the task and ask them to compare their answers with a classmate.
- Check the answers with the whole class, encouraging them to provide evidence for their choices.

Activity 6

- Instruct students to scan the text and find the necessary information to complete the form.
- Ask for volunteers to read their answers aloud.

Activity 8

- Ask students who Christine is (A volunteer at the event who was interviewed by Sara Meij, the journalist.). Have students read the third paragraph again and check the reasons why Christine enjoyed taking part in the festival as a volunteer. If necessary, explain that there are some quotes by her in the paragraph and instruct students to read them carefully. Have them compare answers with a classmate.
- Check answers with the whole class. Encourage students to justify their answers with excerpts from the quotes.

Activity 10

- Organize students into pairs. Draw their attention to the words or expressions in bold and have them write a synonym or a definition for them. Explain to students that there are many ways we can convey the same idea and being able to explore those options will make them more independent language learners. Monitor and help as needed.
- Check answers with the whole class.

Tip

If you notice that students are struggling to carry out the task in activity 10, you may allow them to use a dictionary to help.

Buzzwords

- Refer students to the **Buzzwords** box and read the sentence with them. Explain that it was taken from the news article they have read.
- Draw their attention to the word "buzz" and tell them that it is used in informal English. Then ask them what they think it means. Have them try to grasp its meaning through the context and, if they cannot, allow them to look it up in the dictionary.
- Check the activity with the whole class. Ask them what has been creating a buzz in their community lately.

Activity 11

- Have students discuss the questions in pairs.
- Ask for volunteers to share their opinions with the class.

Pages 14 and 15

Language 2

Activity 1

- Refer students to the sentences and tell them that they were taken from the news article on page 12. Have them read them carefully, find and underline the structure that appears in all sentences.
- Check the answers orally.

Activity 2

- Ask students to answer the questions about the sentences in activity 1. If necessary, instruct them to refer to the news article on page 12 again. Have students compare answers with a classmate.
- Correct the activity with the whole class.
- After that, draw students' attention to the grammar box and go over the sentences with them. Explain to them that be + *going to* is used to talk about plans for the future and that "gonna" is used instead of "going to" in informal contexts—especially in spoken English.

Activity 5

- Instruct students to read the dialogue, ignoring the blanks, to get its gist before doing the activity. Then have them fill in the blanks with the verbs in parentheses and the correct form of be + *going to*. Monitor and help as needed.
- Ask for volunteers to read the dialogue aloud.

Activity 6

- Instruct students to correct the sentences and then to make a sentence reacting to the plans, using be + *going to*. Monitor and help as needed.
- Correct the activity by having pairs of volunteers read the correction and the reaction to each of the sentences.

Extra Activity

- Instruct students to write five sentences about their plans for the future. Monitor and help as needed.
- Organize students into pairs. Have them read their plans to each other and have their classmates react to them.

Activity 7

Setting the Pace

- After students have finished the activity, have them expand on it by writing the first half of three sentences for a classmate to complete. Monitor and help as needed.
- Ask for some volunteers to share their sentences with the whole class.

- Tell students that they are going to complete the sentences with Pieter's plans.
- Read the example aloud and ask them why Pieter is going to study French (Because he wants to live in Paris for one year.). Make sure they understand the connection between the sentence halves and that they have to use be + *going to* to complete the sentence.
- Read the second sentence with students and ask them what Pieter is (or isn't) going to do now that his parents did not allow him to travel. Elicit answers from students and have them complete the sentence with their favorite one.
- Organize students into pairs and have them complete the remaining sentences. Monitor and help as needed.
- Ask for volunteers to share their sentences with the class.

Activity 9

- Organize students into pairs. Instruct them to interview each other using the questions in activity 8 and to find similarities between them. Monitor and help as needed.
- Ask for volunteers to report the similarities they have found out.

Page 16

Writing

Activity 1

- Tell students they are going to write a news article about an event that is going to take place in the future.
- Read the questions with students and clear up any doubts they may have. Allow them some time to do the activity. Monitor and help as needed.

Activity 2

- Read the instructions with students and make sure they fully understand them. Help them organize their news article by deciding which information each paragraph should contain.
- Then have students write a draft of their article. Monitor and help as needed.

Activity 3

- Organize students into pairs and explain to them that they are going to read each other's articles and make suggestio on how to improve them. Elicit elements students should pay attention to when proofreading someone's text, such a spelling, accuracy, clarity of ideas etc.
- Have students read each other's articles and take notes, pointing out good aspects and aspects that need to be improved. Monitor and help as needed.
- Ask students to tell their classmates what they have noticed in their articles. Remind them to focus on the positive aspec first and be respectful so that their classmates can benefit from their feedback.

Activity 4

- Instruct students to write the final version of their articles, incorporating the feedback they have received from their classmates.
- Have students read their own texts again, looking for mistakes to be corrected or aspects to be improved. Monito and help as needed.
- Finally, instruct students to share their articles with the whole class.

Investigate

Hypothesis

- Read the sentence with students and draw their attention to the blank. Encourage them to think about all the volunteerin programs they know in their city and have them complete th sentence with one of the options according to their belief.
- Explain to them that now they have a hypothesis that needs to be investigated, which is what they are going to do next.

Collect Data

- Explain to students that they are going to search for volunteering opportunities in their city or town. Read the questions with students and clear up any doubts they may ha
- Give them some time to collect the data and instruct them take notes in their notebook.
- Assign the data collection as homework.

Analyze the Data

- When the time is over, tell students that they are going to analyze the data they have collected. Read the questions with them and clear up any doubts if necessary.
- Instruct them to analyze the data they have collected and write answers to the questions in their notebook.

Draw a Conclusion

- Based on the collected and analyzed data, instruct stude to complete the conclusion with the most appropriate wo "few", "some" or "many".
- Have them return to the hypothesis they made at the beginning of the section and compare it to the conclusio they reached. Ask students if the conclusion of the investigation matches their hypothesis. If it does not, ask them how surprised they are.

Activity 1

- Organize students into small groups and instruct them to discuss the questions. Monitor and help as needed.
- Ask for volunteers to share their answers and open the discussion to the whole class.

Page 17

Local and Global

Activity 1

- Ask students to read the ad and answer the questions. Allow them some time to do the activity. Monitor and help as needed.
- Correct the activity with the whole class.

Activity 2

- Explain to students that they are going to do some research to find out more about the refugee situation and existing refugee relief programs. Instruct them to research into the information as homework.
- Once students have done the research, organize them into small groups and have them share their findings.
- Then open the discussion to the whole class and encourage students to share their findings.

Activity 3

Solidarity – Solidarity means unity of feeling or action, especially among individuals with a common interest. It is the idea of mutual support within a group of people. Therefore, it is important for preteens and teens to realize that when helping each other, they are building a better world, one where everybody tries to do their best in order to improve everyone's lives, not just their own. Students must learn that communities thrive when citizens work together for a common purpose and not when individuals act only for their personal benefit.

- Organize students into groups. Have them discuss the question and make a list of ways in which they can help refugees. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and have students share their ideas.

Imagine

Concept

- Read the concept with students and make sure they understand it.
- Instruct them to circle the emoji that represents their reaction to the concept.
- Organize students into small groups and have them compare and justify their reactions. Have them discuss how they imagine a place where people did not work for money would be. Ask them to justify their ideas. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- Ask students to research into the concept at home. Tell them to look for information that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- In the following class, have students work in small groups and present what they found out. If time allows, have them write a summary of their findings and share it with other groups in class.

Activity 2

- Ask students to scan the QR code to access and read an online article about the concept they have just discussed. Clear up any doubts they may have. Have students answer the questions.
- After they answer the final question, open the discussion to the whole class and ask for volunteers to share their answers.
- Discuss with students if there are similarities between the QR code text and the information they found out in their research. Ask them to justify their opinions.

Pages 18 and 19

Workbook 5

Extension

- ▶ Watch the documentary *Kindness Is Contagious* (United States, 2014). This documentary, directed by David Gaz, compiles stories, anecdotes, theories and research into the impact and spreading effect of kindness and compassion on people's lives.
- ▶ After students have watched the documentary, ask them to report their favorite story or anecdote and then have them discuss how kindness and generosity can help us live a happier and more fulfilling life.

Pages 20 and 21

Review 5

Activity 4

Transcript

Fernando: Sorry, Claire, I'm really busy on Saturday.

Claire: But, Fernando, our project's due on Monday. You know we're going to present it to the whole class, right? And our teacher isn't going to let us off the hook just because you had to play softball. I get so nervous speaking in public... I really need to prepare.

Fernando: I can't change the game, Claire... Why can't we work on the project on Sunday instead?

Claire: I can't... I'm going to visit a dog shelter. I promised the owner that I'd be there, feed the dogs and play with them.

Fernando: All right, so, why don't you rehearse alone on Saturday and I drop by the shelter on Sunday? The dogs can listen to our presentation.

Claire: Great idea! You're the best!

Page 22

Makerspace

Dog Bed

- Since students are going to make a dog bed, make sure they have a suitable environment to do so. Depending on your classroom, you might want to do this activity in another place, such as the art classroom.
- Instruct students to go over their research for the **Investigate** section on page 16 again and ask them if any of the volunteering possibilities they found in their city or town is dedicated to taking care of abandoned animals. Explain that they are going to make a bed for an abandoned dog at a dog shelter.
- Have them analyze the **Basic Supplies** and check if they know all the materials. If necessary, ask them to gather all the necessary supplies and then have them start the project.
- Organize students into small groups and ask them to follow the steps in the **Action** section. Monitor their work closely.
- After students have chosen the volunteering program or NGO, if possible, organize a group visit to the selected shelter. This might be an interesting opportunity for students to learn about the kind of work that is done with the animals there.
- As students develop the project, help them as needed, but remember to let them work autonomously as much as possible.
- If you think students can benefit from planning the design of the dog bed more carefully, ask them to draw how they intend to make it.
- As they get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in their groups to come up with practical solutions. If necessary, help them redo any work that they find necessary and remind them that making mistakes is not a problem, since it is a natural part of the process, but that it is important to be able to identify these mistakes and correct them.
- Once students have finished, take pictures of each group with their dog beds. If possible, post the pictures on the school website or send them to students' families along with a short explanation of the objectives and the process of the activity.
- Encourage students to send the dog beds to the chosen shelter. If possible, organize another group visit to the place so that they can deliver their dog beds themselves.
- Finally, have students discuss the questions in the **Assessment** section in their groups. Encourage them to justify their answers. Ask for volunteers from different groups to share their conclusions with the whole class.

Page 23

Video: Volunteer Hairdresser

Go to page 3 of the Teacher's Guide to read the transcript of this video.

Before watching

- Organize students into pairs. Have them look at the images in activity 1 and discuss what they represent (They all show volunteer work.). Next, have them cross out the image that does not show volunteering. Have them justify why this ima is different from the others (It shows a woman selling clothes

While watching

- Before playing the video, ask the students to think where, in real life, they might get informed about volunteering. They should try to explain in as much detail as possible. For instance, Josh might have shared it in social media about th *Do Something for Nothing* project. Next, have students sha their ideas with the rest of the class and mention if they kno any kind of institution dedicated to volunteering and how it makes itself noticeable.
- Ask students to remain with their partners and do activitie 2 and 3 together. If necessary, play the video more than once and stop when the answers are given. Check the answers with the whole class.

After watching

- Organize students into pairs and give them two minutes to think of the problems in their own community. Next, ask them to share answers, then give them another two minutes to think of possible solutions to these problems. Elicit the idea homelessness if the topic is not mentioned

Project 1 — Art and Design

- Organize students into groups and have each group choose one of the community problems discussed to wor on. Ask them to design a poster for a campaign to solve this problem. The poster should include what the problem is, what people can do to help, the goal of the campaign, when and where action will take place. Encourage students to present their idea to the class and vote on one campaign to be created in real life.

Project 2 — Information Literacy

- Tell students that Josh wants to take *Do Something for Nothing* abroad and is asking for suggestions on where he should go. Organize students into groups of three and have them research into the topic online. Then ask them to create a report suggesting a volunteering program in country of their choice and decide how they are going to help the community.
- Have them research into the country and a specific social issue, draw a plan for the program including the country's background and who will be helped and how. Make sure every group has a final goal in mind creating the campaign.
- Ask students to present their program to the class and choose a program they would like to be on.
- Extension: ask students to research online to see if there are any projects running similar programs to th ones they have created. How are they different? How are they similar?

CLIL

How Urgent Is This? (The Economics of Life)

Warm-up

- Organize the class into small groups and ask students which material or abstract needs they have at the moment. For instance, they can say they need more patience. Have each group discuss their needs and make a list. Finally, regroup the class, so students can compare their lists with their classmates from other groups. Ask them to classify their needs into basic and secondary. Finally, elicit from groups a few reasons for their classifications.

Teaching Tip

For activity 2

- Organize students into pairs and write the following words/phrases on the board: "patience", "urgency", "frustration", "tolerance", "urgent demands". Next, have them define the words. Finally, elicit some meanings from the whole class. Try to reach a consensus on each word's meaning. Use a dictionary if necessary.

Teaching Tip

For activity 5

- Organize students into pairs and encourage them to create mini dialogues for the situations described. Then they act out their dialogues. For example:

  Student A: Are there any empty stalls?

  Student B: No, I have been waiting for 2 hours!

  Student A: What? That's not true. You left the classroom 10 minutes ago.

Differentiation Strategy

For activity 8

- You can encourage students to use the following strategy to discuss the topics in activity 8. First, model the activity and make sure students understand it before they start the discussion. Draw a compass on the center of the board and then record responses for the appropriate direction: N, E, S and W.
- Then have students respond to the following statements and questions:

  E = Excited. "What excites you about this idea or proposition? What's the upside?"

  W = Worrisome. "What do you find worrisome about this idea or proposition? What is the downside?"

  N = Need to Know. "What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?"

  S = Stance or Suggestion for Moving Forward. "What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?"

Wrap-up

- Organize students into four groups. Ask them to create a campaign aimed at preventing stress. Then tell them to decide if they are going to present it as a poster, TV ad, internet ad or a brochure. Provide students with the necessary material. Finally, have groups present their campaigns. If possible, make it extensive to the school community.

6 Dream Big Dreams

Objectives:

- Talk about dreams.
- Understand idioms and expressions related to dreams.
- Give an interview about dreams.
- Talk about the future.
- Write about a person's plans for the future.
- Research into the dreams adults used to have when they were teenagers.
- Reflect on how learning English can help people achieve their dreams.

Language:

- achieve, biggest, can't afford, chase, childhood, dream, fulfill, lifelong, live, open up, realize, remember, sweet; a dream come true, dream on, In your dreams!, I wouldn't dream of it!, make (a/one's) dream come true, out there
- future with *will*
- future with *going to*
- present continuous with future meaning
- *would like to*

Digital Content: **First Move** image gallery, **Imagine** text (**RTV**); Extra Interactive Activities (**Learning Platform**).

Workbook: pages 38 and 39.

Pages 26 and 27

Opening Pages

Shorter Version

- Explore the image with students. Invite them to describe what they see and to explain how the image relates to the title of the unit.
- Draw students' attention to the questions and discuss them with the whole group.

Longer Version

- Write "Dream big dreams." on the board and ask students what comes to their mind when they think about it. Encourage them to mention any songs or books they know about dreams as well as other ideas related to it.
- Ask students to open their book to pages 26 and 27. Invite them to describe the image they see and to explain how it relates to the ideas they have mentioned.
- Have them read the questions on page 26 and clarify any doubts they might have.
- Organize students into pairs or small groups and have them discuss the questions. After a few minutes, open the discussion to the whole class.

Pages 28 and 29

First Move

Activity 1

- Explore the images with students by having them describe what they see in each of them. Next, draw their attention to the image as a whole and ask them if they have ever seen a board like this and where.
- Tell students that this is called a vision board and encourage them to discuss why someone would do it.
- After a few minutes, elicit their answers, making sure they understand that a vision board is used by people to depict their dreams, wishes and plans.
- Then go over the options with students and encourage the to refer to the image as a whole to answer. Make sure they notice that, besides pictures, there are also motivational sentences in the image.
- Correct the activity with the whole class, eliciting the answers from students. Then ask what should be changed in sentence so that it could also be checked (Suggested answer: They sh dreams/wishes for the future.) and listen to their contributions

Activity 2

- Draw students' attention to the texts on the vision board an ask for a few volunteers to read them aloud. Then go over the motivational sentences with them ("If you can dream it, you can do it.", "Live your dream.", "Keep calm and make yo dreams come true.") and ask which of them they would ha on their boards and why.
- Go over the activity with students and explain that they are going to look at the vision board again and find examples the requested information.
- Have them work in pairs and, after some time, ask for volunteers to give the answers.
- Write the correct answers on the board so that all students can check their work.

Further Information

Walt Disney – author of the quote "If you can dream it, you can do it.", Walt Disney was fired from a newspaper in his early days because his bosses thought he lacked imagination. However, he had the courage to chase his dreams, and later he created Mickey Mouse and Disneyl and won 22 Academy Awards. Although he died in 1966, still is one of the most popular figures in the world.

Based on <https://www.biography.com/people/walt-disney-9275 <https://www.inc.com/business-insider/21-successful-people rebounded-after-getting-fired.html>. Accessed on December 10,

Activity 3

- Tell students that it is common to write simplified texts, depending on the kind of audience that will read it. Also, when we are writing things that are going to be read only by us, we tend to write short texts.
- Draw students' attention to the sentences in activity 3 and explain that they are going to check the best meaning for each of them.
- After some time, proceed with the correction with the whole class, asking for volunteers to read each sentence and its correct meaning.

Activity 4

- Tell students that now they are going to pretend that the vision board is theirs.
- Allow them some time to go over the images and texts again and think about what they would like to include in it and why.
- Ask them to work in small groups and share their opinions. Monitor their work and help if necessary.

Grit – "Grit" means the powerful motivation to achieve something and is seen as a personality trait that makes people persevere towards a long-term goal. These "gritty" people can remain motivated and determined for long periods, despite any adversities.

- Ask students if they consider themselves gritty and why. Allow them to give their contributions.
- If students say they do not consider themselves gritty, encourage them to discuss what they could do to change and become gritty. Explain that this is something that can take time, but everybody can become motivated enough to go after their dreams.
- Ask how important it is to be gritty to fulfil a dream. Elicit from them examples of gritty people they know and why they consider these people gritty.

Tip

Tell students that some people believe that if you have a vision board with all your dreams and wishes and look at it every day, it is more likely that you can fulfil this dream. It is believed that if you focus your attention on those things, all your efforts, even unconsciously, are directed to them. Ask students for their opinion and whether they would like to make their own vision board.

Activity 5

- Explain to students that the image reproduces a page of a notebook in which someone wrote several questions that were answered by his/her friends. Draw their attention to the numbers before the answers and explain that each friend was assigned a number so that he/she would not have to write his/her name all the time.
- Invite some volunteers to read the question and answers given on the page. Then encourage students to give their opinion about these teens' biggest dreams.
- Explain to students that they are also going to write an answer to the question in this person's notebook. Allow them some time to do so. Monitor and help as needed.
- Organize students into small groups and encourage them to share their answers.
- Finally, ask if there were similar dreams among the students in the group.

Extra Activity

- ▶ If students got interested in the activity and practice of answering questions in each other's notebooks, encourage them to do so. Invite them to bring a notebook to class to reproduce the activity.
- ▶ Have them decorate the cover of the notebook and write their name on it.
- ▶ Instruct students to write "Names" on the second page and leave it blank, so their classmates can write their names on it.
- ▶ Then have them write a question on each page. Alternatively, depending on how many students there are in the classroom and on the time available, reach an agreement on the number of questions for them to write, one per page. Make sure they do not ask disrespectful or too personal questions. Monitor and help them as needed.
- ▶ Once the notebooks are ready, have students pass them around so that they answer each other's questions. Explain that they should write a number on the second page and, next to it, their name. Then they should write the same number before their answers on the following pages. Set a time limit for them to do so.
- ▶ Have students get their notebooks back and compare questions and answers in pairs or small groups. Alternatively, organize students into groups at the beginning of this activity and have each group prepare just one notebook. Then invite them to exchange notebooks with other groups.

Activity 6

- Tell students they are going to write a question about the dreams of teenagers from other countries.
- Allow them some time to write their questions and monitor their work, helping if necessary. Then explain that students are going to do the research as homework.
- In the following class, organize students into small groups and encourage them to share their questions and answers. Have them talk about their findings and instruct students to compare their responses to see if the dreams of teenagers from other countries are similar to theirs and to the ones from teenagers in their own country.

Page 30

Language 1

Activity 1

- Write the word "dream" on the board and ask students what comes to their mind when they think of it. Encourage them to refer to their background knowledge as well as to the previous discussions. List their answers on the board.
- Ask for some volunteers to come to the board and use different colors to identify which of the ideas mentioned are adjectives, which are verbs and, if appropriate, which are idioms. If necessary, explain that idioms are constructions or expressions that are peculiar to a language and their meaning is not always obvious. Also tell them that we usually use verbs to talk about actions and adjectives to talk about the characteristics of someone/something.

- Have students open their book to page 30 and read the words/phrases in the box. Clarify any doubts they might have.
- Go over headings in the spidergram and explain to students that they are going to write the words from the box in the correct category.
- Allow students some time to complete the spidergram. Then have them check their answers with a classmate.
- Check the answers with the whole class by reading each heading and asking students to say all the words/phrases that would go in this category.

Activity 4

- Draw students' attention to the image and ask what they think the woman does and how it relates to the central idea of the unit. Allow them to give contributions, but do not correct them at this point.
- Instruct students to skim the text to check their guesses. Make sure they understand that the woman is an artist, an illustrator, who has always dreamed of drawing and painting for a living.
- Next, have them read the text once more and complete it with the words from the box.
- After some time, correct students' answers with the whole class by asking for some volunteers to read each sentence.

Page 31

Listening and Speaking

Activity 1

- Explain to students that they are going to listen to an interview with three teens talking about their dreams.
- Go over the possible topics with them and ask them to check the ones they believe will be mentioned.
- Play the track once for students to check their guesses. Then play it once more so they can verify their answers.
- Elicit from students which topics were mentioned and if their guesses were right. If necessary, play the audio once more.

Transcript

Noel: Hi, I'm Noel, and today we're going to listen to some teenagers talking about their dreams. First, let me introduce you to Karmel, a 13-year-old girl that lives in Gaza. Hello, Karmel. Thanks for talking to me today.

Karmel: Hello. It's good to be here!

Noel: So, what's your biggest dream?

Karmel: Well, I have many dreams, actually. I want to be an important person, like a photographer or journalist to show people what happens in my country. But now, uh... I think I really want to be a lawyer to defend my country and women's rights in Gaza.

Noel: Wow, that's brave! And what do you think you have in common with girls in the rest of the world?

Karmel: I think we all care about people. And we care about women and girls. And because we care, we need the world to be a place where girls can grow up free. That's what I'll fight for.

Noel: You rock, Karmel! Thanks for talking to me. Now let's listen to our friend Dulani, from Malawi. Welcome, Dulani!

Dulani: Hi, Noel. Nice to talk to you.

Noel: Tell us, Dulani. I know you're 16 years old. What's your biggest dream?

Dulani: That's an easy question. My dream is to become a nurse and help the people in my village.

Noel: And what's on your mind these days? How can you realize your dream?

Dulani: I can only think about reading and learning. If I want to be a nurse, I need to study really hard. So that's all I do, you know? I almost never have time to play with my friends because I have to focus on my studies.

Noel: Good luck, Dulani. I'm sure you'll be a great nurse. And last, but not least, I'm going to talk to Mei, a 13-year-old girl from China. Is that right, Mei?

Mei: Yes, that's right.

Noel: So, tell us, Mei. What's your biggest dream?

Mei: I want to become a scientist, it's a childhood dream, so I can see a clear sky. I mean, there's a lot of pollution in my country, and I dream of the day when I look up and see a blue sky.

Noel: OK, and how are you going to do it?

Mei: Well, I have to study very hard, do a lot of research and talk to many people. I'll have to travel a lot, stay away from my family, but I know I'll help a lot of people. I know I'm going to be a role model for future scientists.

Noel: That's very nice, Mei. Well, I wish you all the best of luck, and I truly believe you'll make your dreams come true. Thanks again for talking to me.

Further Information

Gaza – Palestinian city located in the Middle East, between Egypt and Israel. The majority of its inhabitants are Muslim, while its neighbor Israel's inhabitants are mainly Jewish. There are many conflicts in this area due to the long-lasting battle between Palestine and Israel over the ownership of the land.

Women in Gaza – there are some strict patriarchal communities in Gaza which believe that women have traditional roles limited to motherhood. These patriarchal beliefs impact on women's rights as a whole, as men are privileged by divorce rights, inheritance, equal treatment in the courts and access to education and the job market, among others. As a consequence, half the female population reported being exposed to economic and social violence. Some small conquests, however, are taking place. Recently the Palestinian law has been changed to give women the right to pass on their citizenship to their children and to open bank accounts in their names. Besides, a series of legal amendments was recommended to the president; among them, one canceling the law that allows rapists to avoid punishment by marrying their victims.

Republic of Malawi – located in southeast Africa, the country is bordered by Tanzania, Mozambique and Zambia. The two official languages are English and Chichewa, and the major religions are Christianity and Islam. The great majority of its 18 million inhabitants live in rural areas and engage in subsistence agriculture and cash-crops.

Pollution in China – industrial and economic growth turned the country into the world's biggest carbon emitter. The air pollution is so extreme that it is estimated to have contributed to 1.6 million deaths per year. The government has been taking several measures to reduce air pollution, and so far they have been quite successful: in four years, cities have cut concentrations of fine particulates in the air by 32% on average.

Based on <https://www.thefreedictionary.com/Gaza>; <https://www.aljazeera.com/indepth/opinion/2011/07/20117269629265959.html>; <http://palestine.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>; <http://www.arabnews.com/node/1259961/middle-east>; <https://www.bbc.com/news/world-africa-13864367>; <https://www.bloomberg.com/graphics/2018-china-pollution/>; <https://www.nytimes.com/2018/03/12/upshot/china-pollution-environment-longer-lives.html>. Accessed on December 10, 2019.

Tip

If students found out about teenagers' dreams from the countries mentioned in the text when doing the research in the section **I Wonder**, it may be a good idea to go over them again and see how they compare to the dreams of the interviewees. Are they similar or different? How different are they? This can be another speaking practice opportunity for students to discuss the dreams of teenagers in other countries.

Activity 2

- Ask students to read the sentences and try to complete them with information they remember from the audio.
- Allow them some time to do so before playing the track.
- Check the answers with the whole class by asking for volunteers to read the full sentences.

Buzzwords

- Read the sentence with students, draw their attention to the expression "You rock!" and ask if they know what it means in this context. Listen to their contributions, but do not give them the correct answer yet.
- Have them discuss if they remember the context in which this expression was used in the audio (The interviewer says it after listening to Karmel's dreams, then he thanks her and introduces the next interviewee.).
- Instruct them to look up the word in a dictionary and answer the question.
- Ask them if they can come up with other ways to compliment Karmel in this context (for instance, "You're brave!" and "You're amazing!").
- Finally, instruct them to find any similar slang in L1.

Activity 5

- Explain to students the meaning of fillers and what they are used for. Tell them that they help the speaker when he/she needs to find the correct words to say or if he/she needs some time to think about an answer to a question.
- Then go over the fillers. Ask students if they can recognize some from the audio they have heard and, if so, who used them.
- Allow them some time to match the fillers with the intention that corresponds to each of them. Then ask students to check their answers in pairs.
- Proceed with the correction with the whole class by reading the filler and asking students for the correct answer.

Activity 6

- Tell students that now they are going to put themselves in the interviewees' shoes and prepare the answers they would give the interviewer.
- Allow them some time to answer the questions in the activity and monitor their work, helping with vocabulary if needed.

Activity 7

- Tell students that they are going to record an audio clip in which they are being interviewed. First, organize students into pairs and rehearse the interview. Make sure they refer to activity 6 to ask and answer all the questions.
- When students feel more comfortable, tell them it is time to record the interview using a smartphone or audio recorder. Alternatively, you can assign the recording to be done as homework. In this case, they can choose to do it in pairs, role-playing the interview or to do it individually, pretending someone is asking the questions and they just answer them.
- Listen to students' audios and give them feedback on their production.
- Ask them to share their audios with the whole class.

Pages 32 and 33

Reading

Activity 1

Setting the Pace

- ▶ Tell students to keep the book closed and ask what the theme of this unit is. Let them give their contributions until they say the word "dreams".
- ▶ Ask them if they usually read about dreams and wishes and where they get the information from.
- ▶ Have students open the book to page 32 and look at the title of the text. Encourage them to guess what the text is about and where they can find this kind of text (On the internet.).

- ▶ Ask students to look at the title of the text and say which word appears more than once.
- ▶ Elicit examples of words they have learned that are related to dreams.
- ▶ Then encourage students to guess what the text is about.

Activity 6

- Tell students that now they are going to infer the answers to the questions. This means that they have to read the text carefully and look for information that is not explicit in it.
- Allow them some time to do the activity. Then have them compare their answers in pairs.
- Finally, check answers with the whole class, encouraging them to say which information in the text has helped them find the correct answers (a. "I want to treat and help people, and I'm going to do it in areas where there are no doctors.

[...] At the moment, I'm researching into other places I could go to help people."; b. "I love looking at the sky, and my big dream is to go to space. I dream of the day when I will go to NASA and see all those great space shuttles."; c. He is the only person whose dream is related to a stage; therefore, to costumes.; d. He is the only person whose dream is related to cars. He also loves cars and seems to like everything related to them, so we can guess that he might fix one.).

Activity 7

Setting the Pace

- ▶ Explain to students that now they have to find evidence in the text that supports the statements and write the sentence that confirms it.
- ▶ Allow them some time to read the sentences and solve any vocabulary questions. Then instruct them to read the text again and find the correct sentences.
- ▶ Ask students to check their answers in pairs and then correct the activity with the whole group.

- ▶ Tell students that the text has information that is not explicit and that now they are going to look for evidence to help them find this information.
- ▶ Call students' attention to the text about Amman. Then say "Amman's house is big.". How do we know this? Ask students to read the paragraph and find the sentence that contains the evidence that the house is big (spare room).
- ▶ Repeat the procedure with the other sentences, giving students precise information so that they can locate the evidence in the text.

Activity 10

- Go over the sentences with students and clarify any doubts they might have.
- Explain that they have to read the sentences carefully and check the ones that are correct according to the text. Allow them some time to do so.
- Check the activity with the whole class, making sure students refer to the text to justify their answers (a. Incorrect – "Martin Luther King said: 'I have a dream.'"; b. Incorrect – "I'm following my dreams every day of my life and I want people to do the same."; c. Correct – all the interviewees talk about their plans to achieve their dreams.; d. Incorrect – "I dream of this job because then I can help my mother buy food for me and my brothers."; e. Incorrect – "I live in a village far from downtown and we couldn't get my dad a doctor when he was sick."; f. Correct – "My plan is to ask my mom to use our spare room as a space for rehearsal."; g. Correct – "I dream of the day when I will go to NASA and see all those great space shuttles.").

Activity 11

- Tell students that they are going to read the sentences and find the best replacement for the words/expressions in bold.
- Organize students into pairs and allow them some time to do the activity. If they have any doubts concerning the words in bold, encourage them to look them up in the dictionary.
- After a while, ask for some volunteers to read the senten replacing the words in bold with the ones they chose.
- Make sure all students get the correct answer and then ask which sentence sounds more natural: the one with th word in bold or the one that students read as the answer. Let them give their opinions. Then explain that chunks, collocations and fixed phrases are widely used in English, and they should always pay attention to the form and use instead of only looking at the grammatical structure.

Activity 12

- Allow students to work in small groups to discuss the questio
- Tell them to write down their dreams and their classmates' dreams so that in one year's time they can go back to this page and see if their dreams came true.
- Do a quick survey in the class to check if students share th same dreams.

Pages 34 and 35

Language 2

Activity 1

- Go over the sentences with students. Tell them that they were taken from the text on page 32 and encourage them t say who said them (Robert.). Then have them recall Robert's dream (To become a taxi driver.).
- Draw students' attention to the questions and instruct them answer them based on the sentences. Allow them some tim to do so.
- Have students compare their answers in pairs.
- Before checking students' answers, draw their attention to the grammar box and go through the sentences with them, making sure they understand how the ways to talk about th future differ. If necessary, refer students to the **Language Reference** on page 84.
- Still in pairs, have students review their answers taking into account what they have read.
- Finally, correct the activity with the whole class by reading questions and asking students to say the correct answer.

Activity 3

- Organize students into pairs and explain that they are going to reread the text in activity 2, paying attention to th examples of future tenses they have underlined.
- Instruct them to copy the examples from activity 2 accordi to the different intentions of use listed in activity 3. Allow t some time to do the activity.
- Reorganize the pairs so that students can compare their answers with different classmates.
- Check students' answers by asking for volunteers to rea the future use and the sentences they have written to illustrate it.
- While checking their answers, ask students if they can g one more example for each intended use of the future f Correct their examples and write them on the board, so students can take notes.

tivity 5

urther Information

New Jersey Hot Air Balloon Festival – it is the largest ummertime hot air balloon and music festival in North merica.

Based on <http://www.balloonfestival.com/info/>.
Accessed on December 11, 2019.

xtra Activity

- Organize students into pairs and have them write true sentences about themselves, using the different future tenses they have just learned. Tell them that it is going to be only three sentences per pair (one for each structure), so they have to negotiate in case they have different opinions. Besides practicing grammar, this kind of activity aims at promoting collaboration, negotiation and respect for other people's opinions.

Activity 7

- Explain the task to students, saying that they are going to write complete questions by following the instructions given.
- Read the first instruction and the question with students, drawing their attention to the words in bold to help them identify what the person who is asking the question wants to know. Also elicit why the question is formed by *going to* and not *will*, for example (Because the instruction talks about plans for the future.).
- Have students read all the instructions and do the activity. Allow them some time to do so.
- Check answers with the whole class. To do so, read the instruction and have students read and justify their answers.
- For extra oral practice, have students work in pairs to ask and answer the questions.

Activity 8

- Tell students something you would and something you wouldn't like to do. Then ask them if you are talking about a plan, a decision or a desire (A desire.).
- Draw their attention to the **Snack Learning** box and ask for some volunteers to read it. Clear up any doubts students may have.
- Have a few students share with the class a few things they would and wouldn't like to do.
- Instruct them to read the words from the box in activity 8 and write sentences that are true for them. Monitor and help as needed.
- Have students compare their answers in pairs. Then ask for some volunteers to read their sentences aloud.

Activity 9

- Explain to students that, in speech, it is common for people to use contractions. Write on the board *will* and *would* and ask for two volunteers to write the corresponding contractions on the board (*'ll* and *'d*.).
- Say the full and contracted forms of *will* aloud and have students repeat after you. Explain to them that the word *will* can be pronounced similarly to "sit" or "pull". To say the contraction *'ll*, however, they just need to add an "l" sound to the subject. If the contraction follows a vowel sound, as in *you*, *he*, *she* and *we*, the sound of the last vowel will be longer. Model it by having students repeat the following after you: *I'll* /all/, *you'll* /yuul/, *he'll* /heel/, *she'll* /sheel/, *it'll* /itul/, *we'll* /weel/, *they'll* /theil/.
- Repeat this procedure with *would* and *'d*. Tell them that, to say the contraction *'d*, they just need to add a "d" sound to the subject. As with *'ll*, the sound of the last vowel must be extended when using the contraction *'d*. Model it by having students repeat the following sounds after you: *I'd* /ide/, *you'd* /yoode/, *he'd* /heed/, *she'd* /sheed/, *it'd* /itud/, *we'd* /weed/, *they'd* /theid/.
- Tell students that they are going to listen to some sentences and need to check if they are said in the full or contracted form.
- Play the track once and allow students to underline the sounds they hear. Then ask them to compare their answers in pairs.
- Play the audio once more to make sure they got all the correct answers.
- Finally, play the audio a third time, pausing after each sentence so students can share their answers and repeat it aloud.

Transcript

1 I'll help you clean your room.
2 They are going to school today.
3 Toby's teaching Spanish this year.
4 I would like to have another donut, please.
5 I'd like to call my sister, if that's OK.
6 Will you marry me?

Activity 11

- Go over the sentences with students and ask them to write the corresponding contracted forms. Expect them to notice that, unlike the other sentences, the contracted form in items 2 and 3 are formed by the verb to be ("we're going to", "they're planning").
- Ask students to work in pairs and say the sentences aloud. Tell them to make sure they are paying attention to their classmate's pronunciation of the contracted forms. Walk around to monitor and help as needed.

Activity 13

- Go over the question with students. Draw their attention to the verb forms used so they can use the same forms when answering the questions.
- Organize them into pairs and encourage them to ask and answer the questions. Monitor their work and help if they have any vocabulary questions.
- Ask for some volunteers to share their answers with the class. As you listen to their answers, make comments comparing activities they would like to do after school, the place where they are going on their birthdays, if they help their parents and if they are traveling to the beach, drawing attention to similarities between them.

Page 36

Writing

Activity 1

- Ask students to imagine that Caleb Smith (the author of the blog on page 32) has invited them to contribute with a narrative about their dreams to be published on his blog.
- Make sure they understand that first they are going to plan what they are going to write, so give them some time to go over the topics and think about what they want to include in their narrative.

Activity 2

- Allow them some time to do the task and monitor their work, helping if necessary.

Activity 3

- Organize students into pairs and explain that they are going to read each other's narratives and make suggestions on how to improve them.
- Elicit elements students should pay attention to when proofreading someone's text, such as vocabulary, grammatical accuracy, spelling and clarity of ideas. Go through these elements with them and make sure they understand what they are supposed to do (Read their classmate's narrative and notice which positive elements it has and which ones need to be improved.).
- Instruct students to share their narratives with a classmate and to listen to their opinions. They can correct or make any changes if they think it's necessary and appropriate.
- Finally, have them tell their partners what they have noticed in their narrative, encouraging them to give positive feedback and to be respectful.

Activity 4

- Ask students to write their final version of their narrative, incorporating the feedback they have received from their partners.
- After that, have them carefully read their narrative again and look for mistakes to be corrected or sentences to be improved. Monitor and help as needed.
- Finally, instruct students to share their narrative with the whole class.

Investigate

Hypothesis

- Explain to students that the objective of this section is to help them formulate a hypothesis and test it using the scientific method.
- Read the sentence aloud with them and draw their attention to the gap. Explain that they can use one of the three terms given to fill in the gap. Make sure they understand what they mean.
- Then ask them if they have ever talked to their parents about their dreams as teenagers. Let students share their contributions with the class and explain that their task now is to discover if the dreams adults had as teenagers came true or not.
- Instruct them to complete the sentence according to wha they believe is going to match their findings. There is no or wrong answer at this point.
- Tell students that now that they have their hypotheses, it i necessary to find out if they are true or not, so they will hav to test them.

Collect Data

- Tell students that they will have to collect some data to tes their hypotheses.
- Go over the instructions with students and explain that they are going to do them as homework for next class. Make sure they understand that they are going to interv some adults they know and ask them about their dream when they were 13 or 14 years old. Then they need to as them if their dream came true. Explain to students that they can ask more details and write down any relevant information.
- Show students the chart on the page and tell them to organize their findings, writing down the name of the perso his/her dream, if it came true and how old the person was when it came true.

Analyze the Data

- Tell students that they are going to analyze the data they have collected.
- Read the questions with students and make sure they understand them. Then ask them to analyze the results of their interviews as well as the extra notes they might have taken to answer the questions individually.
- After that, organize them into groups and have them compa their answers. Monitor and help as needed.
- After a few minutes, open the discussion to the whole clas and elicit the groups' impressions.

Draw a Conclusion

- Tell students to go over their data and return to the hypotheses they made at the beginning of the section. Have them complete the conclusion with the results of the investigation.
- Ask for some volunteers to share their conclusions with the whole class.

Activity 1

- Go over the questions with students, clearing up any doub they might have. Then organize them into small groups and ask them to discuss the questions. Monitor and help needed.
- Ask for volunteers to share their answers with the whole and encourage the other students to listen and check if th dreams their people had were similar.
- Discuss how dreams can change according to age and generation and how different they believe their own drea will be 10 years from now.
- Allow students to give their opinions and tell them to tak notes so that, in the future, they can go back to their boo and see if their own dreams have come true.

ge 37

Local and Global

ctivity 1

xplore the images and captions with students and ask them f they knew the nationality of all those famous people.

Also, ask if they knew what their first language was and if they were surprised with the information.

Have students read the questions and, if necessary, help them with the meaning of any unknown words. Then encourage them to discuss the questions in small groups. Monitor and help as needed.

Open the discussion to the whole group and see if students share the same opinions.

ctivity 2

- Ask students to work in the same groups and discuss the questions.
- Have them think about people's experiences, including their own, and list some situations in which people would need to speak English to have a dream come true. Also, encourage them to think of how speaking English would help them achieve their dreams both in their own country and abroad.
- Elicit answers from the whole class.

Activity 3

- In the same groups or in pairs, have students discuss the questions about their own dreams and learning English.
- Expand the discussion to learning other languages and monitor students' discussion, helping when necessary.
- To wrap up this section, open the discussion in question 1. Then ask what other languages students would need to learn to help make their dreams come true.

Imagine

Concept

- Read the concept with students and make sure they understand what it means.
- Instruct them to react to the concept by circling the emoji that best describes their feelings towards it.
- Organize students into groups of three and have them compare their responses to the concept.
- Encourage them to discuss if they would give up on a dream and why.
- After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain that they should bring their research to be discussed in the following class.
- In the following class, have students work in pairs and groups and present what they found out in their research. If time allows, have them write a summary of their discovery and share it with other groups in class.

Activity 2

- Discuss with students if there are similarities between the QR code text and the information they found in their research. Ask them to justify their opinions.
- Talk to students about how OK it is to give up on a dream. Reinforce that it is not something they should be ashamed of, especially because things change all the time. Also, tell them that they can have as many dreams as they want; dreams may also change, becoming more or less challenging and achievable in more or less time; a person can even forget a dream altogether and go after new ones.

Pages 38 and 39

Workbook 6

Activity 9

- Ask students to do this activity in class or bring their answers on the next class.
- Tell them to compare their answers with a classmate and see if they have things in common.
- Monitor their work and help with vocabulary and pronunciation if necessary.

Extension

- ▶ Ask students if they know the movie *Ballerina* (Canada/France, 2016). If so, ask them to tell the story to their classmates. If not, tell them to go online and read the synopsis. The movie tells the story of an orphan girl who goes through many adventures while chasing her dream of becoming a ballerina.
- ▶ As homework, instruct students to watch the movie and write down the characters' dreams as well as some background information about them. Have them bring their notes to the following class.
- ▶ Have students compare their notes and talk about the obstacles that might appear when chasing a dream.
- ▶ At the end, ask them how they can relate the story to the content they saw in this unit. Wrap up using the famous Walt Disney quote: "If you can dream it, you can do it."

Page 40

Review 6

Activity 2

- Explain that students have to identify the mistake in each sentence and correct it.
- Tell them that they have to pay attention to the verb tense used as the future tenses may be similar and cause confusion sometimes.
- Ask students if they remember the different uses of the future tenses and tell them to think about them when doing the activity. If necessary, review the three types of future tense seen on page 34 and/or refer them to the **Language Reference** on page 84.

Page 41

Video: Bionic Boots

Before watching

- Organize students into pairs and have them discuss which superpower they would have if they could choose one. Students must share their partner's ideas with the class.

While watching

- Ask the students to reflect if the technology in the video will change the way we travel in the future. Then ask them to discuss the question with a partner and share their ideas with the class. Finally, have the class vote on whether or not bionic boots will change the way we travel in the future.
- Have students answers activity 1. Ask them to discuss in which order the sentences are said in the video and who says each line. Play the video again so that they can check their answers.
- Have students try to answer the questions in activity 2 without watching the video again. Then play the video one more time and have them check if their answers were correct. Finally, check the answers with the whole class.
- Ask students to work in pairs and role-play the situation in the video, considering what Justin and Keahi might be saying in the movie extract 02:50-03:07. Students role-play for the class. Next, read the video transcript aloud. The pair whose role-play was closest to the content of the video wins.

Transcript

Justin: I am Justin Bratton. I'm going where I've never gone before... the future.

Narrator: Today, scientists can do more than ever before. Now we can be smarter, faster and even have superpowers.

Justin has gone to San Francisco to meet Keahi. Keahi has made special boots that could make people into superheroes. But how do the boots work? Justin's gone to find out.

Keahi: Welcome to my workshop, where it all happens.

Justin: Thank you very much for inviting me to your secret lab of mad science.

Narrator: When Keahi was young, he wanted to run like a kangaroo or an ostrich, and he found a way to do it. Keahi has done lots of work to make special shoes that make him run like an animal, but he's always trying to improve them. For example, he needs them to weigh less.

Keahi: So, any way I can reduce the weight of the boots themselves, would increase their efficiency and speed.

Justin: So, the lighter the boot, the faster you can go?

Keahi: Correct.

Narrator: Keahi thinks the bionic boots will be the future of how we travel. He thinks his bionic boots are better than bicycles because they are faster and easier to carry around.

Justin: Why is this gonna be better than riding your bicycle?

Keahi: The advantage with this over a bicycle is the fact that I can get through lanes a little bit more nimbly than a bike.

Narrator: Justin and Keahi want to know which is faster, th bionic boots or a bicycle, so they're going to race throug San Francisco.

Keahi: What's going on, mate? You made it?

Justin: Hey! Yeah, I did, I did.

Keahi: Take a breather. Have a drink.

Narrator: Keahi's boots were a lot faster than the bicycle! Now Justin wants to try for himself.

Justin: Let's give it a go.

Keahi: You ready? Just stand up and sit down... Alright, I'm gonna make you sit down again.

Justin: The springs, it's so springy!

Keahi: And let me show you how it's done.

Narrator: It's a lot harder than it looks, but bionic boots might just be the future of how we move.

After watching

- Encourage students to discuss if they would prefer bionic boots to a bicycle. Have them justify their answers and share the pros and cons of using the two means of transportation.

Project 1 — Design and Technology

▶ Have students discuss their favorite sport or activity and how it could be improved by a new technological innovation. Next, have them research existing futuristic technology in sports and think of a creative idea to improv a sport or activity (for instance, robotic goalkeepers to pla football at home). Finally, ask them to create a three-minut presentation to share with the class. The class then votes on the most innovative idea.

Project 2 — Business Studies

▶ Encourage students to imagine they have been given the task of marketing and selling Keahi's boots. Have them create an advertising campaign for the boots, bearing in mind the campaign's target audience, where the boots wil be sold, how much they will cost and the restrictions of the product. Finally, ask students to present their ideas to the class.

Pages 42 and 43

CLIL

What Happens If I Fall? (The Economics of Life)

Warm-up

- Organize students into pairs and have them create a co strip about a person who suffers some sort of domestic accident. Have them come up with the dialogues and produce a story with beginning, middle and end. Their w needs to include what the problem was, its consequen the person's feelings and what was learned from that experience. Then encourage the groups to exchange th comic strips and read each other's stories. Ask studen share their classmates' stories with the whole class.

Teaching Tip

For activity 2

- Check the answers with the whole class and organize students into small groups. Then draw students' attention to the picture of the girl and the bananas. Ask them the mistake she has made, whether she is aware of what she has done and its consequences, and if she intended to hurt the boy. Encourage students to share their ideas with the whole class.

Differentiation Strategy

For activities 3 and 4

- Before students write their dialogues, provide the vocabulary and language structures needed and have them follow. Hence, they might feel more confident acting out their dialogues. Encourage them to use the simple past to tell their stories and phrases such as "When I was (at home/school/in the park,...)", "I had to.., but I...", "I should...", "In the end...".

Teaching Tip

For activity 7

- Have students work in pairs and design their own charts. Then ask them to swap their work with other pairs to compare and improve their classmates' charts.

Wrap-up

- Organize the students into five groups and have them come up with at least three pieces of advice to avoid future slipups to be implemented in their own lives. You can remind students of these statements periodically by displaying their ideas on a wall, for instance, or at the school's whereabouts.

7 From Cover to Cover

Objectives:

- Talk about literary genres and different types of books.
- Learn about the book publishing process.
- Understand the main characteristics of a literary text.
- Express opinions about a book.
- Give details about people, things and places.
- Write a fictional short story.
- Investigate teenagers' reading habits.
- Research into books that can be obtained online legally and for free.
- Learn about books that are worth millions of dollars.

Language:

- book types (audio book, comic book, eBook, graphic novel, picture book)
- literary genres (adventure, biography, chivalry, fairy tale, fantasy, historical fiction, horror, humor, mystery, science fiction, short story, thriller)
- vocabulary related to book publishing (designer, digital resource manager, editor, final manuscript, misprint, photo researcher, proofread, publishing editor, translator, writer)
- differences in the pronunciation of a same word depending on its role in a sentence
- relative pronouns (that, where, which, who, whose)
- defining and non-defining relative clauses

Digital Content: **First Move** image gallery and video, **Imagine** text (**RTV**); Extra Interactive Activities (**Learning Platform**).

Workbook: pages 56 and 57.

Makerspace: page 60.

Pages 44 and 45

Opening Pages

Shorter Version

- Explore the image with students. Invite them to describe what they see and to explain how the image relates to the title of the unit. Guide them to notice that the image shows various texts being written.
- Draw students' attention to the box and discuss the questions with the whole class.

Longer Version

- Write "bestseller" on the board and ask students if they know what it means. Ask them to give examples of books that are considered bestsellers.
- Have students open their book to pages 44 and 45 and describe what they see in the opening image. Then read the title of the unit aloud and ask students how it relates to the image. Guide them to notice that the image shows various texts being written.
- Organize students into groups and read the questions with them. Clear up any vocabulary doubts and make sure students understand the questions. Tell them to discuss the questions and open the discussion to the whole class.

Pages 46 and 47

First Move

Activity 1

- Explore the images on page 46 with the students. Ask them what they have in common (They all show types of books.). Ask them if the books are intended for the same type of reader. Tell them to decide on which reader they are aimed at (children, teens, adults, parents, businesspeople etc.). Encourage them to justify their answers. Have students name other types of book they know.
- Organize students into pairs and instruct them to discuss the questions. Open the discussion to the whole group and ask for volunteers to share their answers.

Activity 2

- In the same pairs, ask students to write the advantages of each type of book.
- Organize students into groups (making sure that the pair members are in different groups) and ask them to compare their lists. Monitor and help as needed, encouraging students to justify their answers.
- Open the discussion to the whole class.

Activity 3

- Tell students that they are going to watch a video about Chris, a man who wants to publish a book.
- Read the questions with them before playing the video.
- When the video is over, ask for volunteers to share their answers with the class.

Transcript

Chris: My name is Chris Noterelli.

Narrator: This is Chris. Chris is a writer from New York City who loves comic books. His dream is to make his own comic book hero.

Chris: The dream is to bring The Protector to life.

Narrator: Chris visits his favorite comic bookstore. He wants to see his book on the shelves. Thor is the person who decides which comic books they sell.

Thor: I get pitched ideas all the time... I can only put his comic on the shelves if it is good enough.

Narrator: Thor needs to see the book to decide. Chris promises to have it ready in two weeks.

Chris: OK, cool, great, thanks. Thanks, man.

Thor: Yeah, no problem.

Narrator: Chris is lucky. His dad is a comic book artist. Together, they will get the book ready in time.

Chris: My dad is a graphic artist. He is working on The Protector, which is my character.

Narrator: Chris has dreamed of making a comic book with his father his whole life. He must do everything he can to make this happen.

Chris: I need to make this happen. There is no plan B.

Narrator: Chris has also decided to make a promo, a short film to show the world that The Protector is amazing.

Chris: Today we're gonna be doing The Protector promo. I'm very excited.

Narrator: Chris is the writer. He also made the costume himself and found an actor. Now, he is ready to be the director too.

Chris: Action! Good, get inside, get inside! And that's a wrap.

Narrator: Two weeks later, the book and the film are ready.

Chris: [The] book's finally finished, as you can see. Thirty-six pages...

Thor: This is it?

Chris: This is the book.

Thor: It looks awesome, it really does!

Chris: Thanks. Not only did I make you a comic book, I made you a film.

Narrator: Chris tells Thor the story, shows him the drawings and explains his ideas for the film.

Thor: That's pretty impressive. It's the first time I've ever seen somebody come in with a movie and a book.

Narrator: Thor liked The Protector so much he made it the book of the week. And it already has its first fans!

Activity 4

- Allow students some time to read the sentences and try to complete them.
- Play the video once again so that they can check their predictions.
- Ask for volunteers to share their answers with the whole class and write them on the board.

Activity 5

Developing cooperation – Developing cooperation means establishing and maintaining positive relationships while being a contributing member in a community. Students must be taught the importance of nurturing positive relationships, avoiding social isolation and contributing productively to the communities where they interact.

- Organize students into pairs and tell them to discuss the questions. Encourage them to reflect on the importance of the help of Chris's father and think of alternatives if Chris could not count on him.
- Open the discussion to the whole class and ask for volunteers to share their answers.

Activity 6

- Ask for volunteers to read the comments aloud. Clear up any doubts students may have. Remind them that comments on the internet are usually short and informal.
- Draw students' attention to the blank space and instruct them to write a comment about the video. Explain that they may write about Chris's character, his dream, his cooperation with his father or even about their own aspirations as writers.

Tip

"Dunno" is used in writing to represent the sound of the phrase "[I] don't know" when it is spoken quickly. It should be used only in very informal situations.

Activity 7

- Ask students if it was easy for Chris to produce his book and what challenges he faced. Encourage them to think of what kind of information they would like to know about the process of producing a book independently. Tell them to write a question about the topic. Organize students into trios and instruct them to share their questions.
- Assign the search for the answer as homework. In the following class, organize students into the same trios and have them share what they have found out in their research.
- Ask for volunteers to share their questions and the result of their research. Encourage them to keep asking questions—and looking for answers—about the topic.

Page 48

Language 1

Activity 1

- Draw students' attention to the book covers and ask them if they have ever read any of them. Encourage them to share their opinions on the books they have read.
- Even if students have not read the books, tell them to analyze the covers and choose the correct genre for each one. Monitor and provide assistance as needed.
- Ask for volunteers to share their answers with the whole class and write them on the board.

Further Information

The Fault in Our Stars – Book written by John Green and first published in 2012. It tells the story of Hazel Grace Lancaster, a girl with terminal cancer, and how her life is changed by her relationship with Augustus Waters, a boy she meets at the Cancer Kid Support Group.

The Book Thief – Book written by Marcus Zusak and first published in 2006. Narrated by Death, the story follows a young girl, Liesel Meminger, as she is sent to live with a foster family in Nazi Germany.

The Hitchhiker's Guide to the Galaxy – Book written by Douglas Adams and first published in 1979. It tells the adventures of Arthur Dent, who is taken away from Earth seconds before the planet is exploded. He then begins a journey through outer space, following the tips in a book named *The Hitchhiker's Guide to the Galaxy.*

I Am Malala – Autobiography published in 2014 by Nobel Prize winner Malala Yousafzai.

Based on <https://www.goodreads.com/book/show/11870085-the-fault-in-our-stars>; <https://wce.wwu.edu/nwchgee/overview-book-thief>; <https://www.goodreads.com/book/show/386162.The_Hitchhiker_s_Guide_to_the_Galaxy>; <https://www.biography.com/people/malala-yousafzai-21362253>. Accessed on December 15, 2019.

Extra Activity

- Before class, prepare some slips of paper with names of literary genres and others with their definitions, so that students can match them.
- In class, stick the slips of paper on the board or classroom walls.
- Ask for a volunteer to stand up, pick a slip of paper with a genre on it and find the correct definition for it. Instruct the volunteer to read the genre and the definitions aloud and ask for his/her classmates' help before doing the match.
- Correct the activity orally and have students copy the definitions in their notebook to keep a record of them.

Activity 2

- Go through the words in the box with students and make sure they understand their meaning.
- Instruct them to complete the dialogues with the words. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.
- If there is time, have students practice the dialogues in pairs.

Buzzwords

- Read the sentence with students and ask them to try to infer the meaning of the expression "shoot!".
- Instruct them to look the expression up in a dictionary to check their guesses.
- If time allows, organize students into pairs and tell them to write two dialogues using the expression "shoot!". Ask for volunteers to read their dialogues aloud.

Activity 3

- Instruct students to complete the sentences so that they are true for them. Make sure they understand the type of words they need to use to complete each sentence. Monitor and help as needed.
- Organize them into trios and have them share and justify their answers.
- Ask for volunteers to share what they have in common with their classmates.

Tip

Encourage students to ask follow-up questions to keep the conversation going. This is a relevant strategy to help them become fluent communicators. Demonstrate how it can be done before students start the activity to give them an idea on what to ask as a follow-up.

Activity 4

- Ask students if they know what happens to a book from the moment it is written until it is sold in bookstores. After listening to their answers, tell them that they are going to learn more about the book publishing process.
- Organize students into pairs and have them complete the sentences. Monitor and help as needed.
- Correct the activity with the whole class, clearing up any doubts students may have.

Activity 5

- Still in pairs, have students number the stages of the publishing process in the order they happen.
- Ask for volunteers to share their answers with the class. Clear up any doubts students may have.
- Ask students which step they believe is the most important. Guide them to notice that all steps are important in the publishing process. However, nowadays, the internet allows writers to write directly to the public, thus skipping many of these steps.

Page 49

Listening and Speaking

Activity 1

- Organize students into pairs and have them discuss the questions.
- Open up the discussion and invite students to share their answers with the whole group.

Activity 2

Transcript

Mediator: This is the Book Club for Kids, the podcast for kids to talk about books. We'll tell you how you could be on the show a little later on, but first, let's meet our readers.

Najae: Hi, my name's Najae.

Anaya: Hi, my name's Anaya.

Joey: Hi, my name's Joey.

Dakota: Hi, my name's Dakota. We're seven graders on (sic) Jefferson Academy, in Washington, D.C. *Wonder* is about a deformed boy who goes through many hardships at school and at home.

Najae: His name's August Pullman, he's funny, kind and he has good personal qualities.

Anaya: Like, he got many people that really cares (sic) about him and want him to do things that normal kids without disabilities can do.

Mediator: Who's his rooting section?

Anaya: Well, he got his sister, his mother, his dad and all of his friends at school.

Joey: Yes, his sister, named Olivia. Even though Olivia sometimes feel (sic) like August is always in the way of her relationship with her family, Olivia tries to be, always try (sic) to be positive and not think that August, like, always take (sic) mom away from [her]. So, such a... there won't be a bad relationship between [them]... hmm... [it won't be] so awkward.

Mediator: That kind of makes her a very complex character. Do we like Olivia or do we not?

Najae: We like her because, like, when it comes to August, she's very protective and she don't (sic) want anybody talking to him or being disrespectful or rude to him.

Mediator: But what's the other side of her?

Anaya: Like, she will, like, be negative towards August, like, she'll talk about August to her boyfriend and see how he feels and stuff, so he won't be scared and do like all her other friends do, ignore her at school and stuff.

[...]

Mediator: Would you recommend it to somebody else? And if so, to whom?

Anaya: I would recommend it to one of the people that really doesn't (sic) like people that are different from them because they could learn something from the book, see, like, how people could handle their hardships and things.

Dakota: I would recommend it to the people who maybe need some help in their state and so they could learn something and maybe collect some good abilities.

Joey: They will put themselves in that book, since it is in a first-person point of view, especially Auggie's section, [see] how it felt when someone told him that "You're ugly", like, when someone told him "You're deformed".

Najae: If they understand how Auggie is feeling, then they'll probably wanna change their actions towards other people that they don't like or something. And they will be nice to them and apologize for what they've done wrong.

Extracted from <http://www.bookclubforkids.org/new-blog/2017/1/30/episode-37-wonder-by-rj-palacio>. Accessed on December 16, 2019.

Further Information

Wonder – Book written by R. J. Palacio and published in 2012. It tells the story of August Pullman, a boy with a facial deformity, and his relationships with his family and community. The book has been a *New York Times* bestseller for over five years in a row and received numerous awards. Its film adaptation was released in 2017.

Based on <https://wonderthebook.com/books/wonder>. Accessed on December 15, 2019.

Setting the Pace

- Tell students to close their book. Explain to them that they are going to listen to a podcast of a discussion about a book.
- Instruct them to take notes in their notebook of which book is being discussed and what it is about.
- Play the track once.
- When it is over, elicit students' answers.
- Tell them to open their book to page 49 again and answer the questions in activity 2.
- Ask for volunteers to share their answers with the class.

- Ask students if they have ever read the book *Wonder* or watched its film adaptation. If so, ask them to briefly summarize the story and to say if they like it. Then tell them that they are going to listen to a podcast of kids discussing this book.
- Read the questions with students and clear up any doubts they may have.
- Play the track once.
- Have students compare their answers in pairs.
- Ask for volunteers to share their answers with the class.

Activity 3

- Allow students some time to read the sentences and clear up any doubts they may have.
- Play the podcast one more time for students to correct the sentences.
- Ask for volunteers to share their answers with the class.

Setting the Pace

- Organize students into three groups and ask each group to be responsible for one sentence. Group 1 is responsible for correcting sentence 1; group 2 is responsible for correcting sentence 2 and group 3 should correct sentence 3.
- Alternatively, you can pause the podcast at the point where the information to be corrected is given before you resume the passage.

Activity 4

- Organize students into pairs and have them discuss the questions and check the best options. Monitor and help as needed.
- Correct the activity with the whole class. Guide students to notice that we should never spoil the end of a book when making a review, unless we direct our review at people who have already read that book and warn possible readers or listeners that it contains spoilers.

Activity 5

- Still in pairs, have students discuss the questions. Monitor and help as needed, encouraging them to justify their answers.
- After some time, open the discussion to the whole group.

Activity 6

- Play the track so that students can do the activity.
- Write the word "complex" on the board twice and ask for volunteers to underline the stressed syllables in each sentence (1. complex; 2. complex).

Activity 7

- Allow students some time to speculate about the answer in pairs.
- Open the discussion to the whole class, clearing up any doubts students may have.

Activity 8

- Allow students some time to analyze the sentences and decide if the words in bold are nouns, verbs or adjectives.
- Ask for volunteers to share their answers with the class.
- Ask students if they believe the words' role in the sentences will change their pronunciation.

Activity 9

- Play the track so that students can underline the stressed syllables in the words in bold.
- Play it as many times as necessary.
- Write the words on the board and ask for volunteers to underline the stressed syllable in each case. Clear up any doubts students may have.
- Play the track once more, pausing after each sentence, so that students can repeat it.

Activity 10

- Organize students into pairs and have them practice saying the sentences. Monitor and help as needed.
- Ask for volunteers to say the sentences aloud.

Extra Activity

- Choose some words whose pronunciation is different depending on its role in the sentence. Some suggestions are:

  Increase (n)/In**crease** (v).
  Discount (n)/Dis**count** (v).
  Perfume (n)/Per**fume** (v).
  Present (n)/Pre**sent** (v).
  Rebel (a)/Re**bel** (v).
- Write the selected words on the board, but do not underline the stressed syllables.
- Organize students into pairs and tell them to write one sentence for each word and underline the stressed syllables in them. Monitor and help as needed.
- Ask for volunteers to share their sentences with the class.
- Tell students to practice saying their sentences aloud.

Activity 11

- Tell students to think about a book they have read. Ask them to use the prompts given to write in their notebook a review about the book.
- Allow some time for them to do the activity. Monitor and help as needed.
- When students are done, organize them into pairs and have them proofread each other's reviews.

Activity 12

- Once students are comfortable with their reviews, have them make an audio recording of it. Advise them to rehearse a few times before recording.
- Instruct students to share their audio with the whole class.

Pages 50 and 51

Reading

Activity 1

- Tell students to look at the text and predict what type of text it is.
- Ask them to justify their answers and drive the discussion towards the layout of the text.

Activity 2

- Organize students into pairs and ask them to do the activity.
- Ask for volunteers to share their answers with the whole class.
- You may want to explore the other options and relate them to other types of texts (piece of news, page in a school book, encyclopedia entry etc.).

Activity 3

- Elicit some guesses from the whole class. If anyone has already read *One of Us Is Lying*, ask them not to say anything about it.
- Ask for volunteers to share their guesses with the whole class.

Activity 4

- Have students read the excerpt and check their predictions. Advise them not to worry at the moment about words they may not understand.
- When all students have finished reading, ask for volunteers to say if their predictions were correct.

Further Information

One of Us Is Lying – Book written by Karen M. McManus and published in 2017. It tells the story of five students who are sent to detention, during which one of them dies.

Based on <https://www.goodreads.com/book/show/32571395-one-of-us-is-lying>. Accessed on December 15, 2019.

Activity 5

- Explain to students that they need to find words in the text to label the images. Monitor and help as needed.
- Correct the activity with the whole class.

Activity 6

- Instruct students to use the names of the characters to complete the sentences according to the text. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.

Extra Activity

- Before class, prepare cards with the names of the characters.
- Organize students into groups and give each one a set of cards.
- Tell students they should keep the cards facing their desks. One student at a time turns a card and tells the others what that character does or what happens to him/her in the excerpt they read. Tell students that they should not look at their book during the activity.

Activity 7

- Tell students to read the events and try to put them in order.
- Instruct them to read the text again and check their answers.
- Ask for volunteers to share their answers with the class.

Activity 8

- Allow students some time to answer the questions.
- Have students compare their answers in pairs, justifying them with evidence from the text.
- Ask for volunteers to share their answers with the class.

Activity 9

- Elicit the answer from students, encouraging them to say what led them to their conclusion. Guide them to notice that the excerpt narrates an apparently accidental death, but that it is strange that all the epinephrine pens have disappeared. Moreover, the story is narrated in first person, which is usually a strategy to make the reader more involved with the narrator's feelings. It also makes the narration less reliable, once he/she chooses what to tell the reader and how to tell it.

Activity 10

- Take advantage of the characteristics pointed out in activity 2 to elicit from students how the text would be different if it was a piece of news. Promote a discussion with the whole class about the topic.

Activity 11

- Organize students into groups and have them discuss the questions. Monitor and help as needed.
- Open the discussion to the whole class.

Pages 52 and 53

Language 2

Activity 1

- Allow students time to think and do the activity.
- Correct the activity orally with the whole class. Elicit from students what makes the sentences connect properly. Draw their attention to the relative pronouns in bold.

Activity 2

Setting the Pace

- Organize students into pairs and allow them some time to do the activity. Monitor and help as needed.
- Ask for volunteers to read the content of the grammar box aloud and tell students to review their answers considering that.
- Correct the activity with students and clear up any doubts they may have.

- Ask for volunteers to read the content of the grammar box aloud.
- Go through the activity with students and elicit the answers from the class as you do so. Register the answers on the board. Clear up any doubts students may have.

Activity 3

- Organize students into pairs and allow them some time to do the activity. Monitor and help as needed.
- Ask for volunteers to share their answers with the class and clear up any doubts students may have.

Activity 4

- Ask students to read the e-mails once, not paying attention to the blanks, and elicit what is going on (Nina is on an exchange in France and is communicating with her friend Dan via e-mail.).
- Still in pairs, tell students to fill in the blanks. Monitor and help as needed.
- Ask for volunteers to share their answers with the class and clear up any doubts students may have.

Activity 5

- Have students describe the images.
- Draw their attention to the words and explain that they should write a sentence about each image using the words given and a relative pronoun.
- Read the example with students. If necessary, do item 2 with them.
- Allow students some time to do the activity individually. Monitor and help as needed.
- When they are finished, organize students into pairs and have them compare their sentences.
- Ask for volunteers to share their sentences with the class.

Activity 6

- Instruct students to write questions they would like to ask their classmates using the relative pronouns given and following the example. Monitor and help as needed.

Activity 7

- Organize students into pairs and instruct them to ask each other the questions they wrote in activity 6. Encourage them to ask follow-up questions and provide details.
- After some time, ask for pairs of volunteers to share their questions and answers with the class.

Activity 8

- Go through the **Snack Learning** box with students. Clear up any doubts they may have.
- Read the activity with students and make sure they understand what they are supposed to do. If necessary, do item 1 with them. Allow students some time to do the other items.
- Ask for volunteers to share their answers with the class.

Activity 9

- Organize students into pairs and have them discuss the question. Monitor and help as needed.
- Correct the activity with the whole class. Clear up any doubts students may have.

Activity 10

- Ask students if they usually read or write book reviews. After listening to their answers, instruct them to skim the book review and check if it is positive or negative (Positive.).
- Read the instructions with students and make sure they understand what they are supposed to do. If necessary, complete the first blank with them. Allow students some time to do the others. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.

Activity 11

- Instruct students to write the review. Alternatively, assign the activity as homework.
- Organize students into pairs and have them compare their reviews. Encourage them to give their classmates feedback on their review. Monitor and help as needed.
- Ask for volunteers to read their reviews aloud.
- Encourage students to publish their texts on book review websites.

Page 54

Writing

Activity 1

- Ask students what elements are important in a fictional story. Write their ideas on the board.
- Go through the instructions with students, making sure they understand all the items. Clear up any doubts they may have.
- Allow students some time to take notes in the space provided to plan their story. Monitor and help as needed.

Activity 2

- Have students write a first draft of their stories in their notebook. Monitor and help as needed.

Activity 3

- Organize students into pairs and have them proofread each other's story. Instruct them to give positive feedback if appropriate and respectfully point out what could be improved. Monitor and help as needed.

Activity 4

- Tell students to write the final version of their stories, incorporating the feedback they have received from their classmates.
- Instruct them to share their stories with the whole class.
- As an extension to the activity, ask students to comment on their classmates' stories. Have them reply to other comments to keep the virtual conversation going.

Investigate

Hypothesis

- Read the sentence with students and explain that they should try to guess a number to fill in the blank.
- Ask for some volunteers to share their hypotheses with the class. Tell students that now they need to test their hypotheses.

Collect Data

- Draw students' attention to the chart. Read its content with them and elicit what questions they should ask in order to get the information they need.
- Tell students to talk to as many classmates as possible during the next days. Instruct them to carry their notebook with them at all times to take notes of the answers. Clear up any doubts students may have and set some time for them to carry out the task.

Analyze the Data

- When the time is up, tell students that they are going to analyze the data they have collected. Ask them to get the notebook in which they took their notes. Help them complete the chart in the **Collect Data** subsection using the information they gathered.
- Read the questions with students and make sure they understand them. Then ask them to analyze the data they collected and answer the questions individually.
- Organize students into groups and have them compare their answers. Monitor and help as needed. After a few minutes, open the discussion to the whole class and elicit the groups' impressions.

Draw a Conclusion

- Tell students to complete the sentence with the result of their research.

Activity 1

- Organize students into trios and have them compare their conclusions to their initial hypotheses to see if they were confirmed.
- Instruct them to discuss the questions. Monitor and help as needed.
- Open the discussion to the whole class.

Page 55

Local and Global

Activity 1

- Explore the images by asking students what similarities and differences they can spot. Elicit the answer to the question from the whole group.

Activity 2

- Organize students into small groups. Have them discuss the questions. Encourage them to justify their answers.
- Open the discussion to the whole class.

Activity 3

- Read the questions with students and make sure they understand them. If possible, have them search for the answers at school. If not, assign the research as homework.
- Have students share their findings in the same groups as in the previous activity.

Activity 4

- Elicit from students books they like or that have been assigned by teachers. Ask them if they know whether these books are in the public domain.
- Tell them to do some research to find out if these books can be legally accessed online for free. If possible, have them search for the answers at school. If not, assign the research as homework.
- Have students share their findings with the class.

Imagine

Concept

- Read the sentence with students. Encourage them to react by circling the emoji that best describes their feelings about it. Ask them to justify why they feel like that.

Activity 1

- Ask students to research into the concept at home. Tell them to look for texts (written, in video or audio format) that will support, challenge or invalidate the concept. Explain to students that they should bring their research to be discussed in the following class.
- In the following class, have students work in groups and present what they have found out in their research. If time allows, have them write a summary of their findings and share it with other groups in class.

Activity 2

- Tell students to scan the QR code to access and read the article. Ask them if there are similarities between the QR code text and the information they have found in their research. Encourage them to justify their opinions.
- Organize students into trios and have them discuss the questions.
- Ask for some volunteers to share their answers with the whole class.

Pages 56 and 57

Workbook 7

Extension

- Organize students into groups.
- Instruct each group to choose a book that has been adapted for the cinema.
- Set some time for students to read the book and watch the movie their group chose.
- When time is up, organize students into the same groups as before and have them compare the book and the film versions of the story. Encourage them to say which one they liked most and if there was anything in the book that could not be adapted. Monitor and help as needed.
- Open the discussion to the whole class.

Page 59

Branch Out

Book Swap

Activity 1

- Organize students into small groups. Draw their attention to the book covers and go over the questions with them. Clarify any doubts they may have. If necessary, explain that a reading circle is a group of people who decide to read the same book and get together to discuss it, whereas a book swap is an event or a party to which people take books, mainly used ones, to swap for others of their choice.
- Then ask students to discuss the questions. Monitor and help as needed.
- Open the discussion to the whole class, asking for volunteers to share their experiences and opinions about books and reading.

Further Information

Wonder – book written by R. J. Palacio. It tells the story of August, who, after years being homeschooled due to health complications, finally goes to school at the age of ten. Having an uncommon facial deformity, Auggie goes through all the problems preteens face, along with some others due to the fact that he is "different".

The Fault in Our Stars – book written by John Green. The story is narrated by Hazel, a teenage girl with cancer who attends a support group where she makes new friends and meets Augustus, who will teach her how to enjoy life's precious moments.

Twilight – first of a four-book series that tells the story of a teenage girl, Bella, who falls in love with a vampire, Edward. The romance, although improbable, shows how judging people by their appearance can be unjust and misleading.

Percy Jackson and the Last Olympian – the final book of the Percy Jackson and the Olympians series, which presents the final battle between half-bloods and the Titans. This epic fight mixes fantastic and real scenes as Kronos, the Lord of Time, advances throughout New York City.

Based on <https://www.shmoop.com/wonder/summary.html>; <https://www.skoob.com.br/the-fault-in-our-stars-178938ed199396.html>; <https://www.theguardian.com/books/2013/nov/17/review-fault-in-our-stars-john-green>; <https://www.theguardian.com/childrens-books-site/2016/apr/12/twilight-saga-stephanie-meyer-review>; <https://www.nytimes.com/2007/08/12/books/review/Schillinger7-t.html>; <http://www.supersummary.com/the-last-olympian/summary/>; <https://www.pluggedin.com/book-reviews/last-olympian/>. Accessed on December 16, 2019.

Activity 2

- In the previous class, ask students to bring some books they have read and enjoyed. Explain to them that they are going to have a book swap in their class and have them ask their parents or guardians for permission to swap one of their books.
- Have students show their books to a classmate and talk about them for a while.
- Ask them to choose one of the books they have brought that they would like to swap for another book. Have them answer the questions, writing the book's title, what it is about and why they would recommend it. Monitor and help as needed.
- Then instruct students to prepare a note about their chosen book to give some information about it and generate interest in it. They can use white cards to make their notes. Ask them to write their name, their e-mail address, a brief summary of the plot, reasons for recommending the book and a few quotes from it. Monitor and help as needed. Explain to students that they should not give a spoiler in their summaries, as it will probably affect people's interest in reading the book. Monitor and help as needed.
- Set up a date for the Book Swap Day.

Tip

You may encourage students to give more than one book away to the book swap, or bring some of your own books, so that students have more books to choose from.

Activity 3

- On the day before the Book Swap Day, remind students to bring the book they want to swap and the note.
- On the day of the event, instruct students to stick their notes to the back cover of their book and organize desks in the classroom for students to display them.
- Invite students to walk around, look at the book covers, read the notes and browse through the books before choosing which book to get. When they have made up their minds, have them pick the book of their choice and take it with them.
- If more than one student wants the same book, encourage them to negotiate who will get it. Make sure that everyone feels happy about the book they got—even if it is not their first choice.
- Set a deadline for students to read their new books. After reading them, have them write an e-mail to the previous owner of the book and let them know their opinions about them.
- If students enjoy the experience, you can ask them to bring the same book to a new book swap a couple of months later. If you repeat this procedure during the year, students will have the chance to read similar titles and create a community in which they exchange opinions about their favorite books.

Página 60

Makerspace

Self-Publishing

- Go through the basic supplies and the instructions with students and make sure they understand everything.
- Organize students into groups. One idea is to organize them based on the genres of the short stories they wrote in the **Writing** section of this unit.
- Have students go back to the short stories they wrote. They should read each other's stories, so that they can choose the order in which they will appear in the book. Encourage them to create and follow a set of criteria so that their decision is fair.
- Ask students to analyze the different publishing formats (digital or print) and consider the pros and cons of each one. Instruct them to reflect on the different stages of production and decide with their group on which format they feel most comfortable with.
- Have them decide on the format of their book, allowing them to work as autonomously as possible.
- As students get to the **Problem-solving** boxes, encourage them to reflect on the questions to decide who is going to be responsible for each stage of the publishing process. If necessary, mediate the negotiations.
- When students finish editing and publishing the book, instruct them to read their classmates' productions.
- Ask students to brainstorm how they will promote their books. Encourage them to consider the pros and cons of each strategy and tool.
- Finally, have students discuss the questions in the **Assessment** section in their groups. Encourage them to justify their answers and ask for volunteers to share their ideas with the whole class.

Page 61

Video: Chris, the Comic Book Writer

Go to page 22 to see the transcript of the video.

Before watching

- Organize students into pairs and have them choose a famous novel, play, film or comic book. Ask them to outline the plot in three sentences without using any names referring to characters or places. Then have them read it to the rest of the class, which should try to guess the name of the story. If possible, bring some images of novels, comic books or films you believe your students will know so they can use them as inspiration. The other students can ask if it is a book, a film, a play or a comic book.

While watching

- Before playing the video, ask students to pay attention to the story and check whether Chris' dream comes true or not (Yes, it does). Next, have them proceed to activities 1 and 2. Have them work individually at first and then check their answers with their classmate. Check the answers with the whole group.
- Ask students to remain in pairs and try to answer activities 3 and 4 without watching the video. Finally, play the video again and have them check if they were right.

After watching

- Based on what students have seen in the video, ask them to think what The Protector is about and whether they believe they would like it. Have them share their ideas with the whole class.

Project 1 — Literature

▶ Ask students to write a comic book version of the video bearing in mind the important moments in the story, a layout for their work and the drawings that should be made. Encourage them to share their work with the class.

Project 2 — Life and Career Skills/Art and Design

▶ Organize students into groups of four and have them prepare a pitch for a comic book idea and film adaptation to be presented to Thor. Given that they don't have as much time as Chris did, tell them they must create a film poster as support for their pitch. It should include a hero, a villain and a tagline or slogan for the film. Encourage students to use their poster as support to pitch their idea to the rest of the class. Finally, have the class vote on the best idea.

Pages 62 and 63

CLIL

Why should I proofread? (Academic Skills)

Warm-up

- Organize students into trios. Then write the following sentences on the board and mention there is a mistake in each of them. Have students copy the sentences and correct them in their notebook. Finally, ask for some volunteers to go to the board and correct the mistakes.

Sentences:

1. The two men which are crossing the street are their uncles. (The two men who/that are crossing...)
2. I don't know that laptops these are. (I don't know whose laptops...)
3. The tablet whose the teacher gave us is in Simon's locker. (The tablet which/that...)

Differentiation Strategy

For activities 3 and 7

- Make sure students have an opportunity to discuss what they have written. It is not necessary for writing buddies to be at the same language level as long as vocabulary and language structures are provided.

Teaching Tip

For activity 3

- Bring texts from different genres to class and have students work on them in trios. Write the list of questions below on the board and encourage students to discuss them based on their texts. Ask them to present what they have discussed to the class.

1. Who is the target reader of the text?
2. What is the purpose of the text?
3. What is the expected effect of the text?
4. Are all the main points covered?

Wrap-up

- Organize students into pairs. Have them copy a short paragraph from a text they worked with in their book and make some writing mistakes. Then instruct them to swap their paragraphs with another pair, spot and correct the mistakes in the text. Finally, have the original writers see if their classmates have corrected all the mistakes.

8 What's On?

Objectives:

- Talk about the news.
- Learn about means of communication.
- Understand and give some breaking news.
- Read a news story about the use of social media for news.
- Write a news story for the local paper.
- Research into where people get their news from.
- Analyze local, national and international news.
- Reflect on the importance of being critical when reading the news.

Language:

- means of communication (online newspaper, printed newspaper, radio, social media, TV)
- prefixes and suffixes
- review of comparative and superlative adjectives
- review of quantifiers
- review of countable and uncountable nouns
- review of relative pronouns
- review of verbs followed by the gerund and infinitive
- review gerund as subject in sentences
- review future tenses (*will*, *going to* and present continuous with future aspect)

Digital Content: **First Move** audio and image gallery, **Imagine** text (**RTV**); Extra Interactive Activities (**Learning Platform**).

Workbook: pages 76 and 77.

Pages 64 and 65

Opening Pages

Shorter Version

- Ask students to look at the image and describe it.
- Have them explain in their own words how the image connects to the title of the unit. Guide them to notice that the image shows different people sharing different points of view on the same topic or talking about different topics, each with its unique characteristics. Also, the scrambled lines can mean that what people talk about can be changed and influenced by what others say. Ultimately, this can reveal that we cannot trust what is said unless we go straight to the source.
- Have students read the questions and discuss them in pairs.
- Then ask for volunteers to share their answers with the whole class.

Longer Version

- Ask students to look at the image and describe it.
- Draw students' attention to the title of the unit and ask them how it relates to the image.
- Have them explain in their own words how the image connects to the title of the unit. Guide them to notice that the image shows different people sharing different points of view on the same topic or talking about different topics, each with its unique characteristics. Also, the scrambled lines can mean that what people talk about can be changed and influenced by what others say. Ultimately, this can reveal that we cannot trust what is said unless we go straight to the source.
- Organize students into pairs and have them discuss the questions. Monitor and help as needed.
- Ask for volunteers to share their answers with the class.
- Elicit from students the different means of communication (radio, TV, newspapers, the internet, social media etc.) they know and have them mention, for example, if their parents subscribe to any daily newspaper or weekly magazine and also if they like to read the news online.
- Encourage them to talk about how each of the means of communication is used to share the news, which of them is more prone to spread fake news and how we, as readers, should read them critically.
- After a while, open the discussion to the whole group.

Pages 66 and 67

First Move

Activity 1

- Draw students' attention to the texts on page 66 and elicit all the means of communication portrayed (newspaper article, online article, social media, radio and TV).
- Encourage them to read each of the news items carefully. Help them with vocabulary if necessary.
- Guide them to notice that the three texts are about the same piece of news. However, they are reported differently according to the unique characteristics of the means of communication.
- Go over the questions with students. Make sure they understand that they have to go over all the news items on page 66 to answer them, as they may contain different information about the same topic.
- After a while, ask for volunteers to share their answers with the whole class.

Activity 2

- Go over the means of communication in the box and ask students which of them refer to the answers of activity 1 (online newspaper, printed newspaper and social media).
- Tell them that they are going to listen to a news program on TV and radio.

- Play the track once and elicit from students what the news is about (The Marsennial).
- Draw students' attention to the items and explain that they are going to write which means of communication mention such information.
- Play the track once or twice more for them to do the activity.
- Then encourage them to look back at page 66 to answer about the other means of communication.
- Allow them some time to do the activity. Then have them compare their answers in pairs.
- Check the answers with the whole class.

Transcript

TV reporter: And now the last news for the day. As you can see, the first hotel on Mars is going to start receiving guests next year. The hotel took ten years to be built and now it is ready to be booked. More information on www.themarsennial.net. Good night.

Radio presenter: Welcome to CNCD. We've just confirmed the information that the hotel on Mars is officially open and people can already make a reservation. There were some questions and doubts if it was ever going to be possible to have a hotel in space, but it is a reality. The Marsennial has approval from the government, after a very detailed inspection, and it is ready to receive its first guests. Bookings will start now, but guests are going to visit the hotel beginning next year.

Tip

We usually use the preposition "in" to talk about the print media. For instance, "I usually read the news in the local newspaper.", "I enjoy reading articles about my team in sports magazines.".
We usually use the preposition "on" to talk about news that is broadcast by TV, radio or online. For instance, "I saw the news about the accident on TV." "I like to read the news on social media." "My father listens to the news on the radio every morning."

Buzzwords

- Refer students to the **Buzzwords** box and read the sentence with them.
- Encourage them to find the expression on page 66 (social media/it's used in one of the comments) and infer whether it is used in formal or informal contexts (Informal.).
- Draw their attention to the expression "yeet" and ask them what they think it means (A word used to express excitement in a positive answer.).
- Instruct students to look up the expression in the dictionary and check their guesses.
- Encourage them to think of similar words or phrases to express a positive answer and share their ideas with the whole group.

Activity 3

- Go over the questions with students. Encourage them to look back at the texts on page 66 to answer them. Also, play the track once more so they can compare the pieces of news.
- Have students work in pairs and allow some time for discussion.
- After a while, ask for some pairs to share their answers. While they do so, elicit the different formats and characteristics of each type of news, focusing on layout, level of formality, content shared etc. Also, encourage them to describe how the same piece of news is reported by different means of communication. They can say, for example, that the article in printed newspaper is longer and more elaborate than the one in the online newspaper and on social media, and that it is common for a radio program to start the news mentioning the name of the station.
- Finally, allow them to share and justify their opinions regarding the last question.

Activity 4

Respecting different points of view – Student interaction is more effective when there is an atmosphere of tolerance and respect in the classroom, and one of the best ways to show respect for someone is to truly listen to their point of view. We may have students from different cultures, ethnicities and backgrounds, so it is obvious that we will not always agree with one another on every topic, but we should allow everyone to have and express their own views regardless of whether most people agree with them or not. Being open to multiple perspectives will help students build mental flexibility and a sense of tolerance, and will be an opportunity for them to show respect and understanding towards others. Therefore, participating in discussions aimed at understanding other people's reasons for their points of view should be encouraged in class.

- Talk to students about the news they read and encourage them to give their opinion about its content. For instance, they can talk about traveling to other planets, whether they would like to go to The Marsennial, if they agree it is fair to pay a very expensive price to be able to go, who would have access to this kind of trip etc.
- Have them read the comments made by different people on social media regarding the news. Ask them if they agree or disagree with them and why.
- Take the opportunity to talk to students about their different experiences and opinions regarding social media, considering a variety of points of view and being accepting of others. Draw their attention to Paul Drake's tweet on page 66 and ask whether he is being respectful to others (He is not being respectful. He is allowed to believe whatever he wants, but he should support his claims with facts or look for other sources to support them.).
- Organize students into pairs. Have them think of a more polite way to write Paul's comment and allow them some time to talk about the possibilities. After a while, elicit some answers, drawing students' attention to the fact that it is possible to convey our opinions and respect others' opinions at the same time.
- Next, instruct students to write their own comment on the topic. Monitor and help as needed.

- After a while, have them share their comments with a classmate, who will read it and say whether it is respectful and, if not, make suggestions to correct it.
- Finally, ask for volunteers to read their comments aloud or write them on the board.

Activity 5

- Instruct students to write a question about which kind of media teens use the most as a source of news. Monitor and help as needed.
- Then have them share it with some classmates, who can try to answer it.
- Assign the research for the answer as homework.
- In the following class, organize students into small groups and have them share what they have found out in their research. Discuss their findings and encourage them to keep on asking questions—and looking for answers—about the topic.

Extra Activity

- Write the following topics on the board: "Art, Business, Celebrities, Economics, Education, Entertainment, Fashion and Style, Food, Gossip, International News, Local News, Politics, Science and Health, Sports and Traveling and Technology".
- Organize students into small groups and have them rank the topics in order of preference. Then have them discuss their favorite format of getting the news related to each topic (newspaper, magazine, online newspaper, TV, radio, social media etc.).
- Take the opportunity to have students reflect on the power of social media. Guide them to notice that through hashtags, shares, likes, retweets, hearts and reactions, posts have no limit to the audience they can reach.
- Open the discussion to the whole class and encourage students to share their ideas and experiences.

Page 68

Language 1

Activity 1

- Instruct students to read the extracts from the news on page 66. Draw their attention to the words in bold and elicit their meaning.
- Then have them match the sentences to the explanations that refer to the words in bold. Monitor and help as needed.
- While checking students' answers, elicit other examples of prefixes that form antonyms (**in**different, **un**acceptable, **in**convenient, **dis**obey) and suffixes that are added to verbs or adjectives to create nouns (educa**tion**, kind**ness**, lead**er**, translat**or**, work**er**).

Activity 2

- Instruct students to read the conversation and pay attention to the letters in bold.
- Next, have them analyze the sentences and circle the correct option in each one.
- Check answers by asking for volunteers to read the full sentence Make sure students notice that the prefixes *un-*, *dis-*, *mis-* and *im-* convey a negative idea to the word they are added to.
- Also, encourage them to realize that the examples show prefixes used with both adjectives (unbelievable, impossible) and verbs (disagree, misunderstood). Clear up any doubts they may have.

Activity 3

- Explain to students that they are going to complete the sentences by adding the correct prefixes from the first box to the words from the second one. Monitor and help as needed. If necessary, instruct students to use a dictionary to do the activity.
- Before checking their answer as a group, have them compare their sentences with a classmate.

Extra Activity

- Reproduce the chart below on the board:

Prefix	Meaning	Example
co-	together; sharing a job/ responsibility	coeducation; co-start
dis- / dif-	away; separate; not	disrespect; divide
in- / im-	in; into; not	independent; impatient
mis-	wrong	mistake
pre-	before	prefix
re-	again	reread
un-	not	uneaten

- Go over the chart with students and encourage them to identify prefixes that convey a negative idea to the word (*dis-*, *dif-*, *in-*, *im-*, *mis-*, *un-*).
- Elicit other examples for each prefix in the chart.
- Encourage students to write sentences with such examples individually. Then have them compare their sentences in pairs.
- Finally, elicit a sentence with each prefix and write it on the board for visual support.

Activity 4

- Go over the box with students and encourage them to give examples for each suffix in it. If necessary, reproduce the following chart on the board:

Suffix	Meaning	Example
-al	related to; action, process	fictional; rehearsal
-er	one who; comparison	lawyer; better

Suffix	Meaning	Example
-ful	a lot of; characterized by	prideful; peaceful
-ible / -able	capable of	compatible, breakable
-less	none of something	speechless
-ly	how; like	slowly; similarly
-ment	action; place; process	development; parliament; entertainment
-ous	full of; having	poisonous
-(a)tion / -sion	action; state	revolution; tension

- Have students work in the same pairs from activity 3 to fill in the blanks with the correct suffix.
- Organize them into new pairs and have them compare their answers.
- Ask for volunteers to write their full sentences on the board.

Extra Activity

- Encourage students to use a dictionary. Challenge them to look up in the dictionary or come up with one example for each prefix they used in activity 3 (*pre-*, *un-*, *re-*, *dis-*, *mis-*) and each suffix they used in activity 4 (*-er*, *-ful*, *-ment*, *-al*, *-ation*, *-ous*, *-ly*, *-ible*, *-less*). Make sure the examples are different from the words in the book.
- Ask for volunteers to write their examples on the board.
- Use the examples on the board to reinforce the idea that the words change their meaning according to the prefix or suffix used. Clear up any doubts students may have.

Activity 5

- Explain to students that, in their notebook, they are going to choose four words from the first column and add prefixes or suffixes to them to make true sentences about themselves. Monitor and help as needed.
- Instruct them to share their answers in pairs, encouraging students to comment on each other's sentences.
- Ask for volunteers to share their answers and clear up any doubts students may have.

Setting the Pace

- Instruct students to play "Three Truths and One Lie". To do so, ask them to write the sentences individually, making sure to write three sentences that are true about them and one that is false. Monitor and help as needed.
- Organize students into small groups and have them read the sentences to the group, so they can guess which information is false.
- If time allows, encourage students to share with the whole group what they have learned about their classmates.

- Organize students into groups of four and have them work together to write true sentences about themselves. They can either write a sentence each or look for things in common to write the four sentences.
- Then have students compare their sentences with other groups.

Page 69

Listening and Speaking

Activity 1

Transcript

Thousands of people are gathered in the main avenue now to see the stars of the national handball team. They have just returned from the world championship in Greece and here they are, holding their trophy high in the sky.
The fire truck is crossing the main streets of the city, until it gets to the training center, where a big party is going to be thrown for the players. According to official information, more than 15 thousand people are following the truck through the streets.
More details about it in our evening edition.

Tip

News means "information or reports about recent events". The word "news" is an uncountable noun, so it takes a singular verb:
The news about the economy **is** good.
No news **is** good news.
When we want to talk about news as an individual thing, we can use "a bit of news", "a piece of news" or "an item of news":
I heard **an interesting piece of news** about the government's plans for next year.
An item of news caught her attention in the newspaper. It was about education in Singapore.
We say "the news" when we refer to the television or radio program that gives reports of recent events:
I listen to **the news** on the radio every morning.
I like watching **the news** on Fox.

Activity 2

- Go over each item with students and clear up any doubts they may have.
- Play the audio once or twice for them to do the activity. Encourage them to take notes in order to correct the sentences that are false (1 – more than 15 thousand people; 2 – the team won the world championship; 4 – the party is just for the players).
- Ask for volunteers to share their answers, correcting the sentences they marked as false.

Setting the Pace

- Tell students to close their book and challenge them to take notes of the information as they listen to the audio.
- Then have them compare their notes with a classmate.
- Next, tell them to open the book to page 69 and do the activity based on their notes.
- Allow them to work in pairs and then check the activity with the whole class.

- Instruct students to read the sentences and clear up any doubts they may have.
- Play the audio, pausing after each excerpt that contains the piece of information students need to do the activity.
- If necessary, play the audio one more time for students to check their answers.
- Ask for volunteers to share their answers with the class.

Activity 3

- Go over each item with the class and encourage them to do the activity relying on what they remember from the audio.
- If necessary, play the track again for students to do the activity individually.
- Check the activity with the whole class.
- If time allows, ask them to mention other vocabulary items in each category (countries, sports, means of transportation, occupations and periods of the day).

Activity 5

- Have students listen to and repeat the words.
- Encourage them to circle the letters that have the same sound (aven**ue**, gr**ou**p, n**ew**s, sch**oo**l, st**u**dent). Make sure they notice /uː/ is a long sound.

Activity 7

- Encourage students to read the sentences aloud and identify the /uː/ sound in them.
- Have them compare their answers in pairs.
- Then play the track for them to check the letters they have underlined.

Activity 8

- Play the audio once or twice for students to repeat the sentences individually.
- Organize students into pairs and tell them to take turns reading each sentence.
- Explain that both pair members should read all the sentences and that their classmate must give feedback on their pronunciation. Advise students to give positive feedback whenever possible and to be gentle in their corrections. Monitor and help as needed.
- Ask for volunteers to repeat the sentences aloud to the whole class.

Activity 9

- Review the expression "breaking news" with students and explain that they are going to choose a set of images to create their breaking news.
- On the board, write the following questions: "What's happening in the first/second image? Who is involved? Where are the people? What are they doing/going to do? What is the end of the story?". Go over the questions with students, clearing up any doubts. Then tell them they are supposed to use these questions as a guide to help them.
- Allow a few minutes for students to come up with their news. Monitor and help as needed.

Activity 10

- Organize students into pairs and encourage them to share their breaking news with each other.
- Encourage them to give positive feedback and pay attention to any correction needed, as well as intonation when reading the news. Monitor and help as needed.

Activity 11

- Invite students to change and rehearse their breaking news based on the feedback they received in activity 10.
- When they feel confident enough, have them record an audio of their breaking news using a camera or a smartphone. Alternatively, assign the recording to be done as homework.
- Listen to students' recordings and give them feedback on their production.
- Tell them to share their audios with the whole class.

Pages 70 and 71

Reading

Activity 1

- Instruct students to scan the text and answer the questions individually. Allow them a few minutes to do so.
- Ask them the first question, encouraging them to explain which piece of information from the text helped them identify the answer (probably the title).
- Then ask students the second question and have them justify their answer by naming some characteristics of the text, such as headline, subheadline, layout etc. Also, elicit where this kind of text is typically found (newspaper, magazine or on a website).

Activity 2

- Have students read the options and scan the news story once more to check the characteristics of the genre.
- Allow them some time to do so.
- Check the activity with the whole group and encourage students to justify their answers by referring to extracts from the text.

Further Information

News story – a text written to inform its readers about events of the day, which are considered newsworthy or important. The generic structure of a news story consists of the headline, the subheadline, the lead (a first paragraph that gives an overview of the story) and the text itself. The story is written having the answer to the following questions in mind: who, what, where, when, why and how. This kind of text usually presents the events and sources (interview, research, facts) in order to help the reader form his/her own opinion on the subject.

Based on <https://www.mediacollege.com/journalism/news/write-stories.html>. Accessed on December 19, 2019.

Activity 3

- Guide students to scan the text for numbers and locate the specific information they need. Explain that they can be either in the text or in the graph, so students must analyze the news as a whole.
- Encourage them to compare their answers in pairs before checking the activity with the whole group.

Activity 4

- Instruct students to study the graph. Guide them to notice that each color refers to a specific country.
- Guide them to notice how different countries used social media as a source of news over the years. Draw their attention to the percentages and talk about the trends the graph shows (decrease in Brazil, the U.S., U.K. and France; increase only in Germany).
- Check the activity by asking for volunteers to write their answers on the board. Encourage them to notice that, by following the colors, it is possible to say that there was a peak of use of social media in Brazil and France in 2016, for example. The peak in the U.S. and U.K. happened in 2017. We know from the chart that the color green, which represents Brazil, stands out in the graph as the higher percentage regarding the use of social media as a source of news.

Activity 7

- Instruct students to find and underline the words in the text and match each of them to its corresponding definition.
- Encourage them to use different strategies to learn vocabulary: make predictions about word meanings, look up word definitions in a dictionary, write the meaning of the word or phrase in their own words, draw an image of the meaning of the word, list synonyms and antonyms, create an action for each word and write a meaningful sentence using the newly learned words.
- Check the definitions with the whole class.

Activity 9

- Instruct students to refer to the words in activity 7 to write a new headline and subheadline for the news story they read on page 70. Encourage them to be creative when doing so.
- Allow them some time to do the activity. Then have them compare their answers in pairs and check for similarities.
- Ask for volunteers to share their headlines and subheadlines with the groups. If time allows, encourage them to vote on the most creative ones.

Activity 10

- Organize students into groups of three and have them answer the questions. Monitor and help as needed.
- Ask for volunteers to share their answers with the class and encourage students to engage in conversation.

Pages 72 and 73

Language 2

Activity 1

- Tell students to go over the images on page 66 again. Elicit the means of communication they refer to (social media, printed and online newspaper, TV and radio).
- On the board, write "Social media news is faster than online newspaper news." and ask students whether they agree.
- Draw their attention to the fact that it is a comparison, so they must use the expressions from the box to do so. If necessary, review the comparative and superlative forms with students and/or refer them to the **Language Reference** on page 84.
- Have students look at the box and think of other sentences they could say comparing the means of communication they see on page 66.
- Allow them some time to think and carry out the activity. Encourage them to be creative.
- Once the sentences are ready, have them compare answers in pairs.
- Finally, ask for some volunteers to share their sentences. Write them on the board for visual support.

Activity 2

- Instruct students to read the radio news and then check the possible options to complete the sentences. Encourage them to eliminate the options as they read the piece of news, so that they end up with just one correct option.
- Guide them to notice that "teenagers" is countable and "time" is uncountable.
- Ask for volunteers to share their answers with the class and explain their choice.
- Use the examples to reinforce the use of "a lot of" and "some" (both for countable and uncountable nouns), "a few" and "few" (countable nouns), "a little" and "little" (uncountable nouns). If necessary, refer them to the **Language Reference** on page 84.

Activity 3

- Instruct students to look at the verbs and write them under the correct column.
- Allow a few minutes for them to compare answers in pairs.
- Correct the activity by asking volunteers to write their answers on the board. Encourage them to make sentences with some of the verbs to review how some of them are followed by the verb in the infinitive while others, by the verb in the gerund. If necessary, refer them to the **Language Reference** on page 84.
- Then instruct students to write sentences using the verbs from the box based on the images. Encourage them to be creative. If necessary, do the first one with them to model.
- After a while, ask for volunteers to read their sentences aloud.

Activity 4

- Explain to students that they have to complete the sentences with verbs from activity 3.
- Read the first sentence aloud and encourage them to guess how they can complete it. Guide them to notice that it is necessary to use the verb in the gerund. If necessary, review gerund as subject in sentences with the class and/or refer them to the **Language Reference** on page 84.
- Instruct students to complete the other sentences.
- Check the activity with the whole group.

Activity 5

- Have students mention all the relative pronouns they are familiar with and write them on the board.
- Guide them to remember that "who" is used for people, "which" is used for things and "whose" (belonging or referring to) can be used for both people and things. Also, remind students that the relative pronoun "that" can replace both "who" and "which", but only in defining relative clauses. If necessary, refer them to the **Language Reference** on page 84.
- Instruct them to use the appropriate relative pronoun to complete the sentences. Explain to students that, sometimes, they can use more than one option to do so.
- Ask for volunteers to write their answers on the board. Clear up any doubts students may have.

Activity 6

- Tell students that they are going to read some sentences related to the topics they have seen so far in the unit and complete them with the best indefinite pronoun. Encourage them to pay attention both to grammar and coherence to do so. If necessary, review indefinite pronouns with them, focusing on the difference of use between *-body*/*-one* (people) and *-thing* (objects), as well as on the use of *no*/*any* in negative sentences. You can also refer them to the **Language Reference** on page 84.
- Allow them some time to do the activity.
- Ask for some volunteers to read their sentences aloud, encouraging them to justify their answers.

Activity 7

- Draw students' attention to the images and the cues. Guide them to notice that depending on the situation, we use different ways to refer to the future. Remind them that when we want to talk about evidence, plans or intentions we use "going to". To talk about a decision at the moment of speaking, promise or offer we use "will". If necessary, review which future form should be used for each cue or refer them to the **Language Reference** on page 84.
- Organize students into pairs and instruct them to write a sentence about each of the situations using the most appropriate verb form to talk about the future. Monitor and help as needed.
- Since answers will vary, ask for volunteers to share their answers with the class and justify them.

Activity 8

- Go over the sentences with students, eliciting some possible answers to complete them.
- Draw their attention to the fact that this activity aims at reviewing some topics they have studied in the book, so they are going to refer to different information in order to complete it. If they have any doubts, refer them to the activities in the **Language 2** section and/or to the **Language Reference** on page 84.
- Have students write the sentences individually. Monitor and help as needed.
- Encourage them to compare their sentences in pairs, checking for grammar correction as well as similar personal information.
- Ask for volunteers to share their answers with the class. Then elicit from the pairs some things they have in common.

Page 74

Writing

Activity 1

- Ask students which news story they would like to write about and elicit some ideas from the class.
- Ask for a volunteer to read the instructions to the activity. Draw students' attention to the fact that a news story has some items that make it reliable, such as interviews/quotations and research data to support its arguments. Besides, it focuses on general topics related to society.
- Have students look back at page 70 to review some other characteristics of the genre, such as headline, subheadline, the journalist's name etc. Make sure they identify the headline, the subheadline and the lead, as well as what is being reported, who is involved, when and where. Draw their attention to the fact that this information is mainly located in the first paragraph, which offers the reader a summary of the news story. Other information, such as why and how, usually appear in the following paragraphs.
- Then go over the box in activity 1 with students and explain that some or all of these items should be considered when writing a news story. Read each of them and ask students what they understand by it—for example, "what" refers to the idea of the news story; "who", to who is involved; "where", to the place where the story happened; "when", to when the story happened; and "why", to the reason that motivated the story. If they want to, they can also mention "how" in their news story.
- Allow students some time to think of the news story they want to write and plan it. Encourage them to do some research into the topic or field interviews to support what is being told, as well as the topics in the box. Alternatively, have students do the research as homework.

Activity 2

- Instruct students to make a first draft of their news story, including the information they have planned in activity 1. Make sure they understand that they have to follow the characteristics of the genre, including a headline, a subheadline and their name before the text.
- Explain to students that they can do it either in the book or in their notebook, according to their preference. Monitor and help as needed.

Activity 3

- Organize students into pairs and explain to them that they are going to read each other's news stories and make suggestions on how to improve them.
- Elicit elements students should pay attention to when proofreading someone's text, such as vocabulary, grammatical accuracy, spelling, clarity of ideas and genre characteristics. Also, they should pay attention to whether all (or most of) the wh- questions in the box were answered in the piece of news (what, where, when, who, why).
- Instruct them to give positive feedback and respectfully point out their classmates' mistakes. Encourage them to also give suggestions for improvement. Monitor and help as needed.

Activity 4

- Tell students to write the final version of their news stories in their book, incorporating the feedback they have received from their classmates.
- After that, have them carefully read their news story again and look for mistakes to be corrected and areas to be improved. Monitor and help as needed.
- Finally, instruct them to share their news story with the rest of the class.

Investigate

Hypothesis

- Explain to students that the objective of this section is to help them formulate a hypothesis and test it using the scientific method.
- Read the sentence with students and draw their attention to the gap. Explain that they should use one of the four options from the box to complete the sentence.
- Ask for some volunteers to share their hypotheses with the whole class.
- Tell students that now they have to test their hypotheses to find out if they are true or not.

Collect Data

- Tell students that they will collect some data to test their hypotheses.
- Draw students' attention to the chart in this section. Instruct them to reproduce it in their notebook, so that they can take notes of their interviews. Agree with them on the number of people to be interviewed and have them make their chart accordingly.
- Model on the board the way in which students should fill in the chart. Explain that they should write the name of the person in the first cell, the age in the second one and the source of news in the third one. Clear up any doubts they may have. Remind students that if people mention more than one source of news, they should consider the most frequently used.
- Agree with students on a deadline for them to do the interviews.

Analyze the Data

- After the deadline, tell students that they are going to analyze the data they have collected.
- Ask them to get their notebook in which they took their notes.
- Read the questions with students and make sure they understand them. Then ask them to analyze the data they have collected and answer the questions individually.
- After that, organize them into groups and have them compare their answers. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and elicit the groups' impressions.

Draw a Conclusion

- Tell students that they are going to draw a conclusion based on the data analysis.
- Ask some students how many people in their families prefer reading printed instead of online newspapers. Repeat this procedure with social media and messaging apps.
- Tell students to complete the sentence with "on messaging apps", "on online newspaper", "in printed newspaper" or "on social media", according to the data they have collected and analyzed.
- Have them compare their conclusions to their initial hypotheses to see if they were confirmed. Ask for some volunteers to share their conclusions with the whole class.

Activity 1

- Have students discuss the questions in the same groups as in the previous activity. Encourage them to refer to the data collected, as well as their conclusions, to support their arguments. Monitor and help as needed.
- After some time, open the discussion to the whole class. Encourage students to give their opinions and make sure all ideas are respected. Help them realize that different sources of news have both advantages and disadvantages.
- Collect feedback from students about whether they found the investigation process easy or difficult, the challenges they faced and what can be improved the next time they do a similar activity.

Page 75

Local and Global

Activity 1

- Have students look at the images and describe what they see. Encourage them to pay attention to the details, such as name of the newspapers, articles published etc. Also, have them notice the size of each newspaper and how they are organized (they are organized according to how many people and places they reach).
- Go over the questions with them and clear up any doubts they may have. Guide them to notice that some questions are based solely on their experience and opinions, whereas others can be answered with the help of the images.
- Organize students into small groups and have them discuss the questions. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class. Make sure students understand that the *New York Times* is an international newspaper, that the *USA Today Weekend* is a national newspaper and that the *Local News* is probably a local/smaller newspaper, and encourage them to talk about the differences between them concerning the news covered and published, as well as the public who reads each of them.

Activity 2

- Read the questions with students and clear up any doubts they may have.
- Have them work in the same groups from activity 1. Encourage them to rely on their previous knowledge and observation of news to answer.
- After a while, open the discussion to the whole class.

- Still in groups, have students go online and research into the answers to the questions at school. If this is not possible, assign the activity as homework.
- After the research, have them compare their findings to the outcome of the discussion. Monitor and help as needed.
- Finally, ask for volunteers to share their findings with the whole group.

Activity 3

- Have students come up with examples of how their country is depicted in the international media.
- Ask for volunteers to share their ideas with the class.
- Still in the same groups, have students discuss the questions.
- After a while, open the discussion to the whole group. Discuss the consequences of having an international image and how the media can influence the way their country is regarded by other countries.

Imagine

Concept

- Read the concept with students and ask them if they have ever read an old newspaper or magazine.
- Organize students into groups and instruct them to share what kind of news they read about.
- Encourage them to react to the concept by circling the emoji that best describes their feelings toward it.
- Have them compare and justify their responses to the concept. Monitor and help as needed.
- After a few minutes, open the discussion to the whole class and elicit the groups' ideas.

Activity 1

- Ask students to research into the concept at home. Tell them to look for texts (written or in audio format) that will support, challenge or invalidate the concept. Explain to them that they should bring their research to be discussed next class.
- In the following class, have students work in pairs and groups and present what they have found out in the research. If time allows, ask them to write a summary of their discovery and share it with other groups in class.

Activity 2

- Tell students that they are going to read an article about the concept they have just discussed. Instruct them to scan the QR code to access the article and read it.
- Go over the questions with them, clearing up any doubts they may have.
- Organize them into small groups and have them discuss the questions. Monitor and help as needed.
- Open the discussion to the whole class. Encourage students to say whether they were surprised by the information in the text and justify their answers.
- Discuss with students if there are similarities between the QR code text and the information they have found in their research. Ask them to justify their opinions.

Pages 76 and 77

Workbook 8

Activity 4

- Encourage students to refer to the text in activity 1 to find as many examples of prefixes and suffixes as they can. If necessary, review some prefixes and suffixes with them beforehand so they can do the activity.
- Have them compare their answers in pairs.
- Reproduce the chart on the board and ask for some volunteers to write their answers on it.

Activity 5

- Ask for a volunteer to read the example aloud.
- Encourage students to identify, in the example, the verb and whether a prefix or suffix was added to it. Then have them identify the complement of the sentence.
- Draw their attention to the other sentences and explain that they have to complete them referring to the chart.
- Instruct them to read the beginning of the sentence first. Then they have to look at the chart and find the verb that can be used in the sentence, as well as a prefix or suffix to use with it and the complement of the sentence.
- Allow students some time to do the activity.
- Have them compare their answers in pairs before checking answers with the whole class.

Activity 7

- Read the instructions and the example sentence with students.
- Guide them to notice the three possibilities when referring to the future: present progressive (arrangements and appointments), going to (plans or intentions) and will (decision made at the moment, promise and offer). Monitor and help as needed.
- Have students check their answers in pairs.
- Ask for volunteers to write their answers on the board.

Extension

Ask students what fake news is and encourage them to rely on their previous knowledge to answer. Then invite them to watch the video "What is fake news?" (available at <https://www.youtube.com/watch?v=EWPvnmS5yfl>, accessed on December 19, 2019) as homework.
After students have watched the video, organize them into small groups and have them discuss the importance of critical thinking when reading/watching/listening to a piece of news. Guide them to notice the importance of tracing the original source of information before sharing any piece of news on social media, as many of them might be fake news. Also, draw their attention to the speed with which information travels in our digital era and the consequences it may cause.

Pages 78 and 79

Review 8

Activity 1

Transcript

1 The elderly couple from Melbourne couldn't believe it when they saw that animal in their backyard in Florida. After Hurricane Irma, people reported seeing an alligator in the empty streets downtown, but nobody could ever believe that it would reach the suburbs.

2 A new restaurant, in the Sichuan Province in China, just closed its doors after the first day of operation. The manager decided to promote an all-you-can-eat buffet day, but he wasn't expecting so many people to come. He said all the food was gone and he'd need some days to go shopping and prepare the restaurant to receive customers again. But now, no more promotions will be offered.

3 It's almost time for the first trip to the first hotel on Mars. Diana Warren spoke to some of the lucky ones who are joining this adventure. They reported that their main concern is about which clothes to take. Nobody has told them about the weather conditions and they are not sure if they can go shopping on the red planet.

Activity 2

- Tell students to look at the image, relate it to one of the headlines from activity 1 and justify their answers—they are expected to relate it to the third headline (What to wear on Mars?).
- Have them go over the conversation between Tom and Hans to check their guesses. Make sure they understand that Tom and Hans are packing their bags to travel to the Marsennial, but they are not sure what to take with them.
- Go over the words in the box with students and instruct them to write the correct words in the blanks. Guide them to notice that "space" is uncountable, but "things" and "socks" are countable nouns. Monitor and help as needed.
- Have students compare their answers in pairs before checking with the whole group. While checking, encourage students to justify their answers by saying whether the nouns after the blanks are countable or uncountable.

Activity 3

- Instruct students to complete Tom's answer to Hans in activity 2. Encourage them to be creative. Monitor and help as needed.
- Then organize students into small groups so they can share their answers and vote on the most creative one.
- Finally, have the groups share the most creative answer with the class.

Activity 5

- Go over the words with students and encourage them to find and underline them in the conversation between Tom and Hans.
- Ask for a volunteer to read the example and make sure students understand that they have to identify what the indefinite pronouns are referring to.
- Encourage them to work in the same groups from activity 3 to do this activity. Monitor and help as needed.
- After a while, correct the activity with the whole group.

Page 80

Makerspace

The School Newspaper

- Explore the **Basic Supplies** section with the class and check which one they think would be more useful when collecting information for a newspaper. Then have students talk about their experience using a camera, a notepad, a recorder or a laptop and design software.
- Take the opportunity to talk about how technology and the new social media have changed the way we collect and receive information.
- Let students know that they are going to write a school newspaper. Have them choose the topics to be covered and help them come up with sections to be included in their newspapers.
- Ask them to follow the steps in the **Action** section and monitor their work closely.
- Make sure they have a suitable environment to carry out the activity.
- Help as needed, but remember to let students work autonomously as much as possible.
- As students get to the **Problem-solving** boxes, encourage them to reflect on the questions and discuss them in pairs before answering them.
- Talk to the school principal and arrange a place and a time for students to print the newspaper copies and distribute them in school.
- Remind students to have someone in charge of taking pictures and/or filming them as they work on the project. If possible, post the images/film on the school website or send it to students' parents/guardians, along with a short explanation of the objectives and the process of the activity.
- Finally, organize students into pairs and have them discuss the questions in the **Assessment** section. Encourage them to justify their answers and invite volunteers to share their ideas with the whole group.

Page 81

Video: Shake My Beauty

Before watching

- Organize students into pairs and ask them what they think beauty is. Encourage them to write their definition in their notebook. Then ask for volunteers to share their definition with the class.

While watching

- Before playing the video, ask the students to think, while they watch it, if Hayley is happier now than she was before. After watching, students discuss their answers.
- Next, organize students into pairs and have them try to answer activity 1 before you play the video. Then ask them to watch the video and check their answers.
- Play the video again and ask students to write sentences using the words from the chart in activity 2 according to Hayley's life experience. If necessary, stop when the words are used and give students some time to write their answers. Then check the answers with the class.
- If necessary, play the video one more time and have students answer the questions in activities 3 and 4 in pairs. In case they have difficulties completing the sentences in activity 3, write the answers on the board out of order and ask them to choose the correct prompt to fill in the blanks. Finally, check the answers with the whole class.

Transcript

Narrator: Hayley used to wear a lot of makeup to cover the spots on her face. She never left the house without it. Now, she's decided to stop wearing makeup, like foundation, on her face.

Hayley: I decided to stop wearing foundation. It was only hiding me and I felt like I wasn't being myself.

Narrator: Since she was just 11, Hayley's had acne, an illness which leaves painful red marks on her skin. Acne starts small but gets bigger and more obvious over time.

Hayley: I felt overwhelmed when I first started seeing my acne spread. It started in my cheeks, and then it went to my chin and then my forehead and it kinda just went all over the place. When my acne was at its worst, I just felt I was gross and it was red and splotchy. Some of the low points I have with my acne, I've had a lot of people at school kinda just give me dirty looks. I just felt disgusting, I felt like I wasn't pretty.

Narrator: There was a point when Hayley wore makeup all the time, even at home.

Hayley: I couldn't leave the house without makeup on, without foundation. Sometimes, I would even not go anywhere, but still put on makeup, just so I didn't feel gross. And that's definitely changed now.

Narrator: After years of trying to cover up her acne, Hayley stopped wearing makeup. She doesn't feel embarrassed anymore. Her friends have noticed a big difference.

Hayley's friend: She doesn't wear foundation anymore and you can tell that she is just comfortable with herself.

Narrator: Hayley now uses her social media to help other young people who have problems with their skin and to show that anyone can be beautiful, whether you have acne or not.

Hayley: When I started posting more without any foundation, I definitely got a lot of hate at first and I would get a lot of comments, like, telling me to clean my face.

Narrator: It can be difficult, but Hayley wants to help others.

Hayley: I hope my story regarding acne really helps people realize that just because you have these imperfections, doesn't mean you're not amazing, doesn't mean you can't be successful, doesn't mean you can't be glamorous. Beauty is so much more than your face.

After watching

- Ask students to write a message to a teenager struggling with body insecurity. Have them suggest ideas to help him/her gain confidence and feel better about himself/herself.

Project 1 — Media Literacy

▶ Organize students into pairs and have them design an anti-bullying advert against prejudice to people's imperfections. Encourage them to shoot a thirty-second advert to show to the rest of the class. They must consider what the advert aims to achieve, its central message and a slogan. Afterwards, students watch each other's adverts and vote on the one they found most powerful.

Project 2 — Science/Health Literacy

▶ Ask students to create an educative poster aimed at raising awareness of a common health problem for teenagers, such as acne. Encourage them to come up with information and diagrams about their chosen health problem. The poster should include information on the causes and treatment for the chosen problem and preventive measures against it. Afterward, have students share the poster with the class.

Pages 82 and 83

CLIL

What Is Effective Communication? (Academic Skills)

Warm-up

- Organize students into groups of four. Display scenes, images or sentences referring to a person breaking the rules for homework the previous day. For example: fault in sports or impoliteness. Encourage them to discuss what happened in the situation displayed and how it could have been prevented.

Teaching Tip

For activity 2

- Organize students into pairs. Have them take a look at the emojis in the message apps on their devices and choose the three they use most. Ask them to write in their notebook a message that contradicts an emoji added to it. For example: "☹ I am happy for you!" Ask them to show the messages to their classmates and have them decide why the message is confusing and how it can be improved with the emojis mentioned.

Teaching Tip

For activity 6

- Organize students into trios. Before starting activity 6, carry out a running dictation. Copy each paragraph of the text "Cohesive Communication" on a piece of cardboard and paste them in different areas around the classroom. Assign each group a paragraph. Students take turns running to the area of the classroom where their assigned paragraph is pasted. Once there, they read the paragraph, try to memorize it and run back to their groups to dictate it to their partners. When a group finishes dictating, the activity should stop. Then ask students to compare what they wrote with the text in their book.

Wrap-up

- Organize students into groups of four. Encourage them to discuss how cohesive communication affects the rules in specific scenarios, for instance, at the beach, at school, at church, at the hospital, at a party, at a family reunion etc. Have them share their ideas with the whole class.

English experience 3B

Scan to access the audio tracks.

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